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ABSTRACT

This curriculum guide for secondary teachers outlines resource units dealing with the free enterprise system. Although intended for use by teachers in Louisiana, the guide can be utilized or adapted by educators in any state. The guide is comprised of nine sections dealing with the following topics: (1) heritage and characteristics of the American free enterprise system; (2) the nature of the American economy as a free enterprise system; (3) the role of the individual in the free enterprise system; (4) the role of money and banking in the American free enterprise system; (5) the role of business; (6) the role of labor; (7) the role of government; (8) the American free enterprise system and other economic systems; and (9) problems, benefits, and the future of the American free enterprise system. From one to six units are outlined within each section. Objectives, concepts, generalizations, learning activities and a vocabulary list are provided for each unit. Teachers will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. A sample eighth grade unit on the Louisiana purchase, a discussion of evaluation techniques and a bibliography of student resources are also included. The appendix contains two skills charts. One of the charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. (Author/RM)

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FREE ENTERPRISE CURRICULUM GUIDE

Secondary Social Studies

BULLETIN 1598

1981

Issued by

Office of Academic Programs

J. KELLY NIX

State Superintendent

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FOREWORD

Act 750 of the 1979 Louisiana Legislature established the Louisiana Competency-Based Education Program. One of the most important provisions of Act 750 is the mandated development and establishment of statewide curriculum standards for required subjects for the public elementary and secondary schools. These curriculum standards include curriculum guides which contain minimum skills, suggested activities, and suggested materials of instruction.

During the 1979-80 school year, curriculum guides for social studies were developed by advisory and writing committees representing all levels of professional education and all geographic areas across the State of Louisiana. The major thrust of the curriculum development process in each of the guides has been the establishment of minimum standards for student achievement. The curriculum guides also contain activities designed to stimulate learning for those students capable of progressing beyond the minimums.

During the 1980-81 school year, the Social Studies Curriculum Guides were piloted by teachers in school systems representing the different geographic areas of the state as well as urban, suburban, inner-city, and rural schools. The standard populations involved in the piloting reflected also the ethnic composition of Louisiana's student population. Participants involved in the piloting studies utilized the curriculum guides to determine the effectiveness of the materials that were developed. Based upon the participants' recommendations at the close of the pilot study, revisions were made in the curriculum guides to ensure that they are usable, appropriate, accurate, comprehensive, and relevant.

Following the mandate of Act 750, curriculum standards for all required subjects are now ready for full program implementation. The statewide implementation is not, however, the end of the curriculum development process. A continuing procedure for revising and improving curriculum materials must be instituted to ensure that Louisiana students have an exemplary curriculum available to them--a curriculum that is current, relevant, and comprehensive. Such a curriculum is essential for the achievement of the goal of this administration which is to provide the best possible educational opportunities for each student in the public schools of Louisiana.

I wish to express my personal gratitude and that of the Department of Education to each educator whose efforts and assistance throughout the curriculum development processes have been and continue to be vital to the attainment of our curriculum goals.

J. KELLY NIX

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Robert Gaston

Robert W. Gaston, Ed.D.
Assistant Superintendent
Office of Academic Programs

Gerald Cobb

Gerald Cobb, Ed.D.
Director
Bureau of Secondary Education

Helen Brown

Helen Brown, Ed.D.
Director
Bureau of Curriculum, Inservice,
and Staff Development

STATE DEPARTMENT OF EDUCATION PERSONNEL

BUREAU OF CURRICULUM, INSERVICE, AND STAFF DEVELOPMENT
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- Dr. Sylvia Torbet, Assistant Director
- Ms. Carol Gray Naquin, Education Specialist
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- Mr. Paul Vanderburg, Supervisor
- Mr. Jack Howell

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- Ms. Lenora Shyne, Supervisor

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- Dr. Gerald Cobb, Director
- Mr. Ralph Whitehead, Assistant Director
- Mr. Louis J. Nicolosi, Social Studies Section Chief
- Mr. William J. Miller, Supervisor
- Ms. Gail Harroun

SPECIAL CONSULTANT
- Dr. Lawrence W. Byrnes, Dean
  School of Education
  Southeastern Louisiana University

MEMBERS OF THE SOCIAL STUDIES ADVISORY TASK FORCE

Ms. Maria M. Abrams
Leesville High School
Vernon Parish

Ms. Annie P. Andrews
Bastrop High School
Morehouse Parish

Dr. Tom Arceneaux
Devall Elementary School
West Baton Rouge Parish

Ms. Irene D. Baulden
Edward Elementary School
Orleans Parish

Ms. Dorothy G. Blade
Stoner Hill Elementary School
Caddo Parish

Mr. Gary Blocker
Supervisor of Social Studies
East Baton Rouge Parish

Ms. Gypsye D. Bryan
Elementary Team Leader
East Baton Rouge Parish

Mr. Alton Bryant, Jr.
Law Related Education
Orleans Parish School Board

Dr. Jo Ann Cangemi
College of Education
Nicholls State University

Ms. Penny T. Claudis
Social Studies Specialist
Caddo Parish School Board

Ms. Deidre R. Foreman
Social Studies Consultant
Calcasieu Parish

Dr. Charles L. Foxworth
College of Education
Louisiana Tech University

Ms. Trini S. Gibson
Education Department
Southern University

Ms. Gail Harroun
Bureau of Secondary Education
Louisiana Department of Education

Mr. Roger K. Wangen, Consultant
Social Studies Specialist
Minnesota Department of Education

Ms. Katherine Landry
Paul Breaux Elementary
Lafayette Parish

Ms. Cynthia M. Lasserre
Norbert Rillieux Elementary
Jefferson Parish

Ms. Margaret J. Newman, Coordinator
Robinson Elementary School
Ouachita Parish

Mr. Howard M. Schober
Economic Education Consultant
Louisiana State University

Ms. Lenora Shyne
Bureau of Elementary Education
Louisiana Department of Education

Ms. Martha C. Willoughby
Supervisor of Social Studies
Terrebonne Parish

Dr. Rita Zerr
Center for Education
Tulane University

MEMBERS OF HIGH SCHOOL FREE ENTERPRISE CURRICULUM DEVELOPMENT TEAM

Ms. Maria Abrams, Chairperson
Teacher
Vernon Parish School Board
Leesville High School
Leesville, Louisiana

Ms. Eileen Dulitz, Teacher
Jefferson Parish School Board
Riverdale High School
Gretna, Louisiana

Mr. James Sullivan, Teacher
Caddo Parish School Board
Byrd High School
Shreveport, Louisiana

MEMBERS OF THE SOCIAL STUDIES CURRICULUM GUIDES REVISION COMMITTEE

Ms. Maria Curtis Abrams
Leesville High School - Vernon Parish
Leesville, Louisiana

Mrs. Joan Clay
Bastrop Junior High School - Morehouse Parish
Bastrop, Louisiana

Mrs. Donice Heuszel
LeBlanc Junior High School - Calcasieu Parish
Sulphur, Louisiana

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Pineville High School - Rapides Parish
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Kelly, Louisiana

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Airline Park School - Jefferson Parish
Metairie, Louisiana

Mrs. Carolyn Palmer
Mansfield Elementary School - DeSoto Parish
Mansfield, Louisiana

Ms. Barbara Richard
Livingston Middle School - Orleans Parish
New Orleans, Louisiana

Ms. James Etta Poullard
Egan Elementary School - Acadia Parish
Egan, Louisiana

Ms. Barbara Wilson
Kelly Elementary School - LaSalle Parish
Kelly, Louisiana

Mrs. Lois Owens
Norco Elementary - St. Charles Parish
Norco, Louisiana

LOUISIANA SOCIAL STUDIES PROGRAM

RATIONALE

Any curriculum plan should address questions of what is to be taught, to whom, and in what arrangement. It also must be concerned with who decides upon these matters. The central focus of the Louisiana Social Studies Program is the child or youth to be educated, and the program is designed for all the children of all the people of the state who choose to enroll in grades K-12 of the public schools. It is assumed that all persons are educable and that there should be a common minimal core of goals for all. Knowledge about individual differences is applied through providing differentiated recommended means to attain the minimum standards. These means include a variety of activities and resources from which to choose. It is also important to note the assumption that, while the state has responsibility with regard to minimum programs for all students of the state, local systems, schools and classrooms must still define and provide for individual and community needs.

The knowledges, skills and attitudes treated in the Louisiana Social Studies Program guides are arranged in a developmental sequence from grades K-12 to provide a cohesive, cumulative program designed to improve the quality of learning. Statewide testing has identified past shortcomings in achievement in social studies. The present guides are designed to promote improved performance in those areas. The program arrangement or design places emphasis at the elementary school level upon acquisition of skills in a context of social studies content. The middle school grades articulate between the elementary school emphasis on skills and the secondary school emphasis on content as well as the changes from the self-contained classroom to departmentalized patterns. At the secondary level, emphasis is upon further development and application of skills to new learning tasks. At this level, the activities using study, reasoning, discussion and group participation skills previously introduced are necessary to the continued development of these skills and to the attainment of overall course goals. It is also assumed to be the case that, while there are few specific affective objectives within the secondary course guides, the activity selections are proper means to affective development for adolescents in the public high schools. The activity program for students encompasses learning procedures with potential for increasing interest, empathy, sense of justice, respect for others and other attitudes consistent with democratic values. Thus, the arrangements of objectives, content and activities are integrally structured so that they will contribute to the attainment of program goals and course objectives.

Decisions about what is to be taught are made through the democratic structure and processes established by the state of Louisiana for enactment of school laws and policies. Professional aspects of the curriculum development tasks have been designed to fulfill the principle that the quality of decisions can be improved through involvement of all parties concerned and having contributions to make. Representation of a broad array of educators has been provided throughout. Materials developed by other school systems have been sampled, and recommendations by professional and scholarly societies have been analyzed in relation to the Louisiana curriculum development project. The overall framework with explicit written documents also lends itself to accountability and to continuing improvement.

It seems proper to conclude this statement of the Louisiana Social Studies Program Rationale with Thomas Jefferson's broad and enduring statement of the rationale for American public education:

> "I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

LOUISIANA SOCIAL STUDIES CURRICULUM PROGRAM GOALS

I. Develops an understanding of the relationships between human beings and their social and physical environments in the past and present; develops an understanding of the origins, interrelationships, and effects of beliefs, values, and behavior patterns; and applies this knowledge of new situations and data by:

A. Acquiring knowledge about social organization.

B. Acquiring knowledge about the relationships between human beings and social environments; understanding some of the effects of these relationships, and making value judgments about the consequences of these relationships.

C. Acquiring knowledge about the relationships between human beings and the physical environment; explaining some of the effects of these relationships; and making value judgments about the consequences of these relationships.

D. Acquiring knowledge about decision-making processes.

E. Acquiring knowledge about conflict and the impact it has on individual and group relationships and making value judgments about these relationships.

F. Expressing awareness of some of the beliefs and values expressed by people and recognizing that the times and places in which people live influence their beliefs, values and behaviors.

G. Demonstrating knowledge of ways beliefs and values are transmitted in various cultures.

H. Acquiring knowledge about some of the influences, beliefs and values have on relationships between people.

II. Develops the competencies to acquire, organize, evaluate and report information for purposes of solving problems and clarifying issues by:

A. Identifying the central problem in a situation; identifying the major issue in a dispute.

B. Applying divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifying and locating sources of information and evaluating the reliability and relevance of these sources.

D. Demonstrating ability to use reliable sources of information.

E. Organizing, analyzing, interpreting, and synthesizing information obtained from various sources.

F. Using summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validating outcome of investigation.

H. Appraising judgments and values that are involved in the choice of a course of action.

III. Examines own beliefs and values, recognizes the relationship between own value structure and own behavior and develops human relations skills and attitudes that enable one to act in the interest of self and others; and develops a positive self-concept by:

A. Expressing awareness of the characteristics that give one identity.

B. Expressing awareness of one's goals (aspirations), the goals of the groups with which one identifies, and correlating those goals.

C. Expressing awareness of the relative strengths of oneself and the groups with which one identifies; recognizing the social barriers to full development that may exist; suggesting ways of maximizing one's effectiveness.

D. Examining own beliefs and values and the relationship between these and behavior.

E. Developing the human relations skills and attitudes necessary to communicate with others.

F. Expressing awareness of the physical, intellectual and social conditions of human beings, and suggesting ways these can be improved.

G. Demonstrating a commitment to individual and group rights and acting in support of equal opportunities.

H. Demonstrating effective involvement in social interaction.

I. Developing a positive feeling about oneself.

LOUISIANA SOCIAL STUDIES PROGRAM

Scope and Sequence

The schematic diagram, "Scope and Sequence for Louisiana Social Studies," graphically represents major features of the social studies education program design. It shows the child as the center and dominant interest of the program. At the top of the chart are the Conceptual Strands encompassing Economic Organization, Historical Heritage, Political Organization, Political and Cultural Geography and Social Organization and Culture. These strands indicate selection principles to be used in drawing upon the disciplines of anthropology, economics, geography, history, political science and sociology for course content. The design of the elementary program, then, is shown to be multi-disciplinary. The central concepts recurrently treated throughout the program are identified in the "Conceptual Strands Chart" that follows the Scope and Sequence Chart.

Sequencing is based upon the spiral pattern of introducing concepts and skills then treating them at increasing levels of complexity from grade level to grade level. The Themes shown in the diagram of the chart are used in selecting and sequencing course content. Through grade six there is a modified expanding horizon pattern beginning with that which is familiar and near to the child - the Family Community. The program then sequentially proceeds outward through School and Local Community, Contrasting Communities, Regional Studies, National Studies and World Studies. The middle school grades then reverse this pattern. World Studies in the sixth grade is followed by American Studies and then moves homeward again with the Louisiana Studies course. The United States Studies and Louisiana Studies courses are designed as broad cultural studies to provide the scope of experiences appropriate to the age group. These courses are also designed for articulation with other aspects of the middle school curriculum and the senior high separate subject design. The required high school courses for which minimum standards and curriculum guides are being developed at this time are Civics, Free Enterprise, and American History.

Another major component of the program's scope and sequence is represented by the accompanying skills charts. One of these shows those skills that are shared with other subjects and the other shows those that are major responsibilities of the social studies program. The skills are coded with asterisks showing the grade levels they are to be introduced, developed, mastered and continued for increasing sophistication. These charts are adapted from the rather extensive array of skills identified by the National Council for the Social Studies.

In addition to the charts, parameters of the Louisiana Social Studies Program are further defined by the statements of program goals and course objectives and by course content outlines, unit overviews and suggested activities and resources. Collectively these features seek to fulfill the ABC's of curriculum--articulation, balance and continuity and, thereby, provide a cumulative, developmental framework for Louisiana's children and youth.

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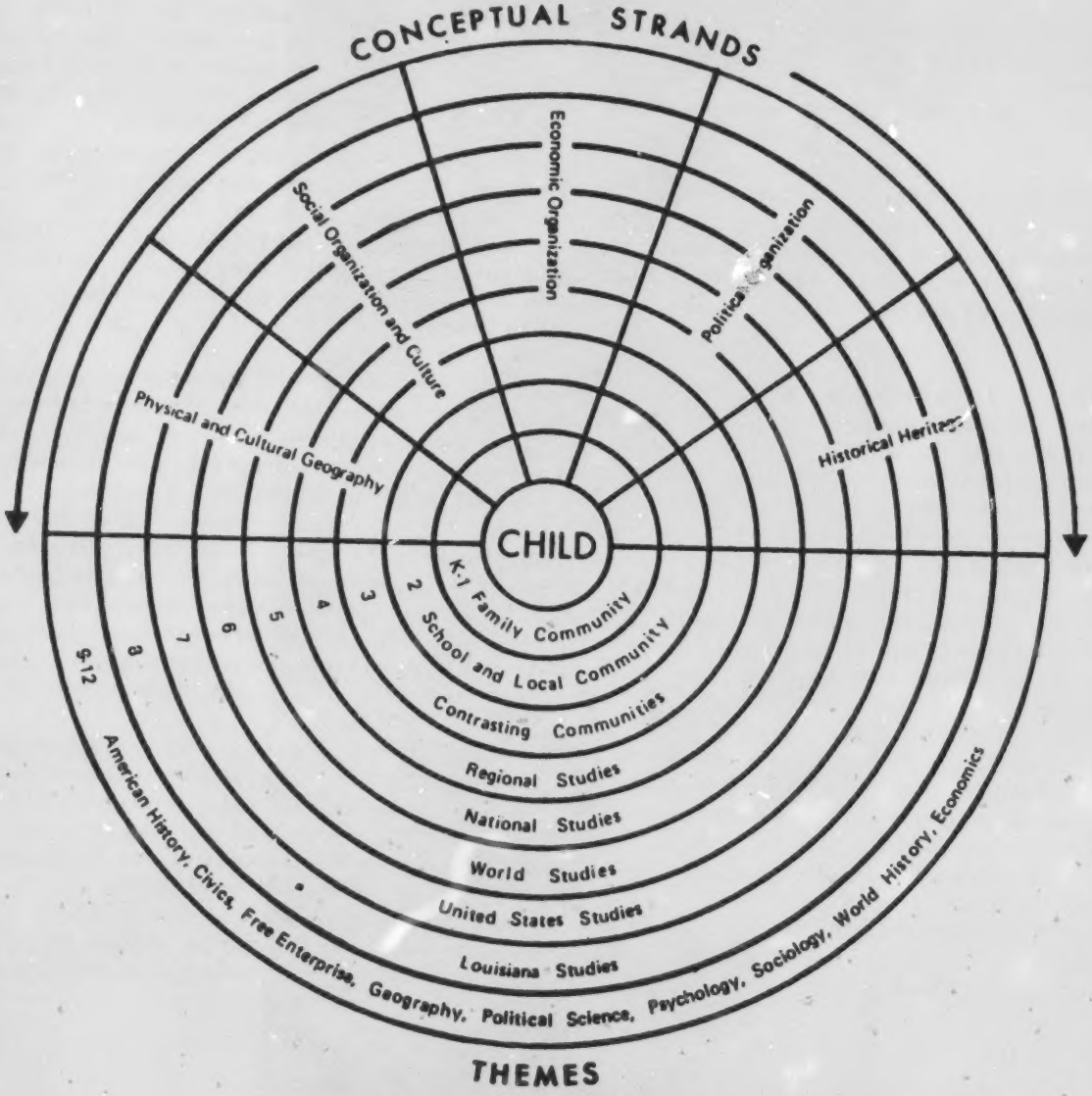

CONCEPTUAL STRANDS CHART

Physical & Cultural Geography	Social Organization	Economics Organization	Political Organization	Historical Heritage
Location	Family	Types of economic systems	Types of political systems	Change
Topography	Home	Business cycle	Government	Cause and effect
Climate	Community	Scarcity	Politics	Continuity
Natural Resources	Culture	Market characteristics	Law	Values and beliefs
Ecology	Food	Production	Citizenship	International relations
	Dress	Specialization	Loyalty	Traditions
	Customs	Supply and demand	Patriotism	Landmarks
	Language	Money and banking	Rights	Contributions of individuals
	Education	Consumerism	Responsibilities	
	Recreation	Technology		
	Music	International trade		
	Art	Networks (Transportation and Communication)		
	Architecture	Economic Growth		
	Literature	Role of government		
	Inventions			
	Social change			
	Moral & Spiritual Values			
	Ethnic Groups & Contributions			
	Behavior			

Skills Charts

Note that there are two skills charts in the appendix. One of these charts identifies skills that are to be cooperatively developed and are, therefore, shared responsibilities of social studies teachers and others. The other chart designates those skills which are the major responsibility of the social studies program. These charts have been adapted from skills charts developed by the National Council for the Social Studies. The skills are listed and coded to indicate the nature of responsibility for each grade level. One asterisk means that the skill is to be introduced at the grade level indicated. Two asterisks mean that work is ongoing toward mastery. Three asterisks denote the grade level at which the skill should be mastered. Subsequently, practice is to be continued and some skills are to be developed at increasingly more sophisticated levels. This continuation is shown by four asterisks. These two charts provide a guide to be developed and used at various levels of pupil progression and should facilitate analysis and planning for advancement and remediation.

Pupils develop skills more effectively where there is systematic instruction and continuing application of the skills. The following prinicples of learning and teaching have been emphasized as a basis for the social studies skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The pupil should be helped to understand the meaning and purpose of the skill in order to stimulate motivation for developing it.

3. Careful supervision should be provided in the first attempts to apply the skill so that correct habits will be formed from the beginning.

4. Repeated opportunities to practice the skills should be provided along with immediate evaluation so that future efforts may be guided by knowledge of successful or unsuccessful performances.

5. Individual help based upon diagnostic measures and use of selective follow-up exercises should be provided. Not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex. Growth in skills should be cumulative as the learner moves through school. Each level of instruction should build upon and reinforce what has been taught previously and lead toward subsequent development.

7. At each stage students should be helped to generalize the skills by applying them in many and varied situations. In this way maximum transfer of learning can be promoted.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner. Many skills should be developed concurrently.

In applying these principles, teachers should remain aware that although it is possible to make a general plan for continuity in skill development, it is not possible to set a precise place in the school program where it is always best to introduce a specific skill. Many factors enter into the final decision of the teacher working with a specific class. True continuity in skill development is that which is developed with the learner, not that which can be blocked out in a general plan. Furthermore, it can never be assumed that a child has gained command of a particular skill merely because he has been exposed to it. Review and reteaching of skills that have been stressed at an earlier grade level are often necessary, even with the most capable students.

The suggested grade placements indicated in the chart are based upon a combination of current practice and the subjective judgments of many teachers, including the authors. The recommended placements reflect what young people seem to be able to achieve within existing patterns of instruction. It is possible that pupils could achieve earlier and more effective command of many aspects of social studies skills if new patterns and approaches for instruction were employed. More systematic and intensive readiness experiences, for example, might enable children to profit from systematic instruction in skills at an earlier age. If so, they would gain an earlier command of tools that could enhance their learning through the rest of their school years. On the other hand, it is possible that present practice calls for instructions in some skills before the learner has developed the necessary related concepts. If so, he may not only fail for the moment but be handicapped in later efforts to gain control of the particular skill. Almost no research evidence exists to guide the proper grade placement of skill instruction. Evidence of this kind of urgently needed as a basis for improving the teaching of social studies skills. It is the hope of the authors that their efforts in preparing this guide to the analysis and grade placement of skill instruction will stimulate such research in the years immediately ahead.

Activity Charts

Each section and/or unit of the course includes an orienting Overview and a Content Outline for that part of the course. The Activity Charts are set up to show relationships among objectives, concepts

and generalizations, sections of course content, and activities. The parts are designed so that the content serves to clarify the objectives and the activities provide for application of developing skills. Each section and/or unit includes suggested references to encourage teacher reading and to facilitate pupil guidance. Studies have indicated that there is a correlation between having teachers who are readers and student reading achievements.

Since Social Studies has a special vocabulary, students must have a good understanding and a working knowledge of the unique words, terms and phrases of Social Studies in order to be successful in the classroom. A suggested Vocabulary List is also included at the end of each unit. Teachers are encouraged to emphasize vocabulary development throughout the course of study.

Minimum Competencies

An asterisk beside an objective means that it is a minimum competency and, therefore, subject to testing. The minimums are not intended to become the only objectives for the programs. Clearly, some situations will be conducive to pursuit of all the suggested objectives. Others will require additional objectives pertinent to teaching skills, meeting individual needs, pursuing local purposes, and so on. It should be kept in mind that it will be at least twelve years before any student will have completed the total program. There will also be program changes, transfer students, and other conditions such that good instructional practice will continue to require informed adaptation to the local situation.

Activities

The concept of minimum essentials necessarily implies that mastery of the competencies is the minimum aim for all pupils. While these objectives are the same for all students, there are diverse means for seeking mastery. The Activity Charts are designed to include three levels of approaches.

The activites are designated as follows:

"A" are for students achieving at grade level.
"B" are for students who are behind grade level.
"C" are for advanced students.

The matching of students with activity levels is a task of the classroom teacher and may be accomplished in a variety of ways. Additionally, teachers should use their professional judgment in modifying any activity to suit the particular needs of their students. There is no requirement that a particular student always be assigned the same level of activity. One individual may be assigned "A" level for some objectives, "B" level for others, and "C" level for still others. A given class may or may not have students assigned to all three levels of the activities.

Concepts and Generalizations

The primary concepts that are recurrently dealt with in the Louisiana K-12 Social Studies Program are identified in the Conceptual Strands Chart accompanying the Scope and Sequence section of this guide. Each Activity Chart also has identified concepts specific to the study at hand.

Neither concept statements nor the generalizations should be read or given to the student in any manner or form. They are intended to be outcomes or understandings derived by the students from engaging in the activities and studying the various topics. As recent investigations have pointed out, the most permanent learning is that which takes place through individual discovery. The instructional program should be implemented in such a way that the concepts and generalizations will be developed by the pupils. The concepts may also be used as guidelines for testing and measuring the student's understanding and comprehension of the basic ideas.

Teaching Units and Lesson Plans

Each teacher will find it necessary to develop the resource units structured by the curriculum guide into teaching units and lesson plans. These latter plans should include the necessary adaptations for particular individuals, classes, and settings. For example, introductory interest-arousing techniques and culminating features of lessons and units need to be designed with and for the local participants. Some objectives may be deleted or augmented. Locally available reference materials must be identified. Application exercises must be suited to the locale. The purpose of tis unit is to assist teachers in organizing a unit of study using various sections of the guide. A unit is nothing more than a way of organizing for teaching. A teaching unit can be devised only by the classroom teacher who will be teaching that unit to a particular group of students. Here, specific topics, content, objectivs, resources, and teacher techniques which suit the abilities and needs of those students are decided upon and used.

Teacher-made tests need to be designed for the program that is actually taught. These should include selected evaluative activities pertinent to the minimal essential competencies as well as other aspects of the program of the class. Some suggestions relating to evaluation are provided in the present guide.

Course Content Outline

Free Enterprise System Course

Section One: The American Free Enterprise Heritage

Unit

I. Social and Cultural Context of the American Free Enterprise System
II. Basic Values in a Way of Life
III. Continuities and Changes in the Economic System of the U.S.A.
IV. Characteristics of the American Free Enterprise System

Section Two: The Nature of the American Economy as a Free Enterprise System

I. Concept of Scarcity
II. Structure of the American Economy
III. Economic Distribution
IV. Economic Consumption
V. Economic Conditions
VI. Goals of the American Economy

Section Three: The Role of the Individual in the Free Enterprise System

I. The Role of the Individual as Consumer
II. The Role of the Individual as a Producer
III. The Role of the Individual as Citizen

Section Four: The Role of Money and Banking in the American Free Enterprise System

I. Money
II. Banking
III. The Federal Reserve System

Section Five: The Role of Business in the American Free Enterprise System

I. Business
II. Organizational Patterns of Business
III. Functions of Business in a Free Enterprise

Section Six: The Role of Labor in the American Free Enterprise System

Unit

I. Role and Characteristics of Labor
II. The Labor Market
III. The Role of Labor Organizations

Section Seven: The Role of Government in the Free Enterprise System

I. Government as a Producer
II. Government as Regulator
III. Government as Consumer
IV. Government as Employer

Section Eight: The American Free Enterprise System and Other Economic Systmes

I. Types of Characteristics of Economic Systems
II. International Trade and the American Free Enterprise System

Section Nine: Problems, Benefits and Future of the American Free Enterprise System

I. Persistent Issues and Problems
II. Benefits and Future

ACTIVITIES PROGRAM

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FREE ENTERPRISE SYSTEM COURSE OBJECTIVES

Section One: The American Free Enterprise Heritage

Unit I. Social and Cultural Context of the American Free Enterprise System

On completion of these studies the student will:

* 1. identify three basic systems in a country's way of life and recognize examples of political, social, and economic units.
* 2. define economics in terms of central questions an economic system must address.
* 3. discuss functions of political, social, and economic systems in a country's way of life.

Unit II. Basic Values in a Way of Life

On completion of these studies the student will:

* 4. identify ways in which all citizens can enjoy freedoms and the fruits of other values that are associated with the American way of life.
5. show interrelationships of values that make up the American way of life.

Unit III. Continuities and Changes in the Economic System of the U.S.A.

On completion of these studies the student will:

6. narrate a historical account of continuities and changes in the origin and early development of the economic system of the United States.

Unit IV. Characteristics of the American Free Enterprise System

On completion of these studies the student will:

7. identify and describe characteristics of the American Free Enterprise System.
8. explain the nature, roles and sources of information about profits in our economic system.
9. explain roles that competition plays in our economic system and how it both regulates and stimulates business.
10. relate how the free market system allows individuals and businesses to buy and sell where they choose.

* Asterisks are used to identify the Minimum Competencies.

Section Two: The Nature of the American Economy as a Free Enterprise System

Unit I. Concept of Scarcity

On completion of these studies the student will:

* 1. identify principal elements in the concept of scarcity including unlimited human wants and needs, limited economic resources, and opportunity costs.

Unit II. Structure of the American Economy

On completion of these studies the student will:

* 2. examine the concept of economic and income production and explain their its role in the American economy.

Unit III. Economic Distribution

On completion of these studies the student will:

* 3. explain the concept of distribution and its role in the functioning of the American economy.

Unit IV. Economic Consumption

On completion of these studies the student will:

* 4. explain the concept of consumption and its role in the structure of the American economy.

Unit V. Economic Conditions

On completion of these studies the student will:

*5. define the concepts of inflation, deflation and economic cycles and identify other factors which influence economic conditions.

Unit VI. Goals of the American Economy

On completion of these studies the student will:

6. list the goals of the economy and recognize factors affecting the realization of those goals.

Section Three: The Role of the Individual in the Free Enterprise System

Unit I. The Role of the Individual as Consumer

On completion of these studies the student will:

* 1. produce a budget demonstrating graphs of elements of consumer activity.
* 2. analyze and classify factors influencing choices made by consumers.
3. apply an outline of decision-making steps to a decision-making task and identify the steps applied.

Unit II. The Role of the Individual as a Producer

On completion of these studies the student will:

4. describe selected types of employment and factors involved in choosing careers.

Unit III. The Role of the Individual as Citizen

On completion of these studies the student will:

5. explore the power of the consumer as a citizen.
* 6. apply reading, notetaking and discussion skills to organize information about designated kinds of economic issues placed on the ballot.

Section Four: The Role of Money and Banking in the American Free Enterprise System

Unit I. Money

On completion of these studies the student will:

* 1. observe and classify examples of items that serve as money.
2. trace historical changes in money, its functions, types, and characteristics.
3. examine credit buying and selling.

Unit II. Banking

On completion of these studies the student will:

* 4. describe and explain characteristics of banks and ways they function.
* 5. collect, analyze and share information about banking activities and regulations.

Unit III. The Federal Reserve System

On completion of these studies the student will:

* 6. describe the Federal Reserve System and its impact on the American economy.

Section Five: The Role of Business in the American Free Enterprise System

Unit I. Business

On completion of these studies the student will:

1. define and recognize examples of business and its objectives.

Unit II. Organizational Patterns of Business

On completion of these studies the student will:

* 2. classify examples of selected types of business organizations including sole proprietorship, partnership, corporation, and cooperative.

3. classify business organizations by type of industry.

Unit III. Functions of Business in a Free Enterprise

On completion of these studies the student will:

* 4. describe and recognize examples of methods of financing a business including bank loans, savings, stocks and bonds.

5. identify and describe types of taxes and government regulations that may be applied to business.

* 6. discuss the law of supply and demand as it functions in market economics.

* 7. recognize effects of business spending on the economy.

8. discuss marketing functions of business.

9. recognize examples and functions of records required of small businesses.

Section Six: The Role of Labor in the American Free Enterprise System

Unit I. Role and Characteristics of Labor

On completion of these studies the student will:

1. analyze and update information about roles and characteristics of labor in the economic system.

Unit II. The Labor Market

On completion of these studies the student will:

2. describe trends and issues relating to characteristics of the labor force that affect the American economy.

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* 3. review sources of information about the world of work.
4. demonstrate job-seeking information and skills.
* 5. apply economic concepts of supply and demand in explaining reasons that wages vary by occupations.
* 6. explore various types of wages and explain relative advantages and disadvantages of each type.

Unit III. The Role of Labor Organizations

On completion of these studies the student will:
* 7. compare and contrast the growth of labor unions from the Industrial Revolution to the present.
* 8. investigate and report on union and other occupational associations' goals, methods and status.
9. investigate and interpret articles on the impact of unions on wages.
10. compare advantages and disadvantages of union membership.
11. examine the significant issues and problems that labor unions must meet and solve in this ever-changing society.

Section Seven: The Role of Government in the Free Enterprise System

Unit I. Government as a Producer

On completion of these studies the student will:
* 1. list services governments provide and discuss reasons these services have been deemed necessary.

Unit II. Government as Regulator

On completion of these studies the student will:
* 2. analyze selected government regulations and make references regarding the probable advantages or disadvantages for various segments of society.

Unit III. Government as Consumer

On completion of these studies the student will:
* 3. describe and explain the functions of money in government activities.

Unit IV. Government as Employer

On completion of these studies the student will:
* 4. examine sources on government employment information and identify effects of government as an employer in our economy.

Section Eight: The American Free Enterprise System and Other Economic Systems

Unit I. Types of Characteristics of Economic Systems

On completion of these studies the student will:

* 1. describe three general types or economic systems and explain how each answers fundamental economic questions.
2. investigate the similarities and differences in economic systems.
* 3. discuss characteristics and activities of competing economic systems.

Unit II. International Trade and the American Free Enterprise System

On completion of these studies the student will:

* 4. illustrate the definition and functions of international trade and specialization
5. analyze the process of international trade.
6. examine the principles of comparative and absolute advantage as related to international trade.
* 7. discuss how various national and international programs or agencies have affected trade between or among nations.
8. describe purposes and results of trade restrictions and trade promotions.

Section Nine: Problems, Benefits and Future of the American Free Enterprise System

Unit I. Persistent Issues and Problems

On completion of these studies the student will:

* 1. investigate selected economic issues and problems and analyze proposed solutions.

Unit II. Benefits and Future

On completion of these studies the student will:

2. make informed value judgments about benefits of our economic system as compared with other systems.
3. investigate alternative futures of the American Free Enterprise System based on possible individual and societal decisions.

ACTIVITIES PROGRAM

FREE ENTERPRISE SYSTEM

Section I. The American Free Enterprise Heritage

Overview

This unit is designed to illuminate the contexts in which the American Free Enterprise System functions. It provides opportunities to develop understandings that economic systems are related to social and political systems and that economics is the field that studies what is produced, how it is produced and who benefits from the products. Students are to learn that the ways with which economic questions are dealt reflect knowledge gained from studies of economic matters, historic situations, and current values of the society. They are to recognize and increase appreciation of the elements and relationships that characterize the American Free Enterprise System.

Concepts, generalizations, and appreciations are treated in combination with skills related to economic well being. These features function as organizing centers throughout the course and are deemed central to the roles of the individual as a producer, consumer, and citizen.

CONTENT OUTLINE

Section One: The American Free Enterprise System Heritage (two weeks)

Unit I. Social and Cultural Context of the American Free Enterprise System

- A. Three basic systems in a country's way of life
  1. Political system
  2. Social system
  3. Economic system
- B. Questions studied in economics
  1. What goods and services to produce
  2. How much of each
  3. How to organize for production and distribution
  4. How to allocate that which is produced
- C. Functions of the basic systems
  1. Political system: provides a means of governing the people so that law and order may be attained
  2. Social system: provides a means of conducting interpersonal relationships
  3. Economic system: provides a means of satisfying the people's wants and needs with available resources
- D. Primary institutions performing the functions in each system
  1. Political system: local, state, and national government
  2. Social system: family, school, church
  3. Economic system: business

Unit II. Basic Values in a Way of Life

- A. The basic values
  1. Freedom
  2. Justice (equity)
  3. Worth and dignity of the individual
- B. Applications of values to the basic systems
  1. Political, social, and economic freedom
  2. Political, social, and economic justice
  3. Political, social, and economic worth of the individual
- C. Interrelationships of values in an American way of life

Unit III. Continuities and Changes in the Economic System of the U.S.A.

- A. European aspects of the heritage
  - 1. Renaissance and Reformation
  - 2. Revolutions
    - a. Commercial
    - b. Industrial
    - c. Agrarian
- B. Colonial patterns and early periods
  - 1. Colonial policies
  - 2. Articles of Confederation
  - 3. Hamiltonian vs. Jeffersonian concepts
  - 4. Henry Clay's American System
- C. Expansion and Industrialization
  - 1. Emergence of modern America
  - 2. International trade relations

Unit IV. Characteristics of the American Free Enterprise System

- A. Characteristics
  - 1. Private property
  - 2. Profit motivation
  - 3. Competition
  - 4. Free markets
  - 5. Freedom of contract
- B. The nature and role of profit
- C. The nature and roles of competition
  - 1. Regulation
  - 2. Stimulation
- D. The free market

*OBJECTIVE 1

The student will identify three basic systems in a country's way of life and recognize examples of political, social, and economic units.

Concepts

Political system, social system, economic system, way of life

Generalization

All countries require some form of economic, political, and social system and these characterize the country's way of life.

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*OBJECTIVE 2

The student will define economics in terms of central questions an economic system must address.

Concepts

Economics

Generalization

The basic questions addressed by economists center upon what and how much to produce, how to do so, and who gets what and how much.

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*OBJECTIVE 3

The student will discuss functions of political, social, and economic systems in a country's way of life.

Concepts

Political institutions, social institutions, economic institutions

Generalization

Familiar agencies and institutions may be explained and understood according to functions they perform in social, political, and economic systems.

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*OBJECTIVE 4

The student will identify ways in which all citizens can enjoy freedoms and the fruits of other values that are associated with the American way of life.

Concepts

Values, freedom, justice, worth and dignity of the individual

Generalization

Values associated with the American way of life include freedom, justice, and respect for the worth and dignity of the individual.

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OBJECTIVE 5

The student will show interrelationships of values that make up the American way of life.

Concepts

Interrelationships, interdependence, systems

Generalization

Within a system, when one aspect is changed all other parts of the system are affected.

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economy for the next 50 years. State your views on: (1) political, social, and economic goals and priorities; (2) those national economic goals that most Americans would be most likely to accept; and (3) priorities that are most important if the future needs and desires of the American people are to be satisfied.

(C) Edit the group goals and priorities reports from the above activities and compare these with a statement of economic goals from a prominent economist or official.

OBJECTIVE 6

The student will narrate an historical account of continuities and changes in the origin and early development of the economic system of the United States.

Concepts

Continuity, change, revolutions

Generalization

The American free enterprise system has its roots in the commercial and industrial revolutions preceding the voyages of Columbus. Economic motivations were important for many explorers, pioneers, later immigrants and non-immigrant entrepreneurial participants in development of the Americas.

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*OBJECTIVE 7

The student will identify and describe characteristics of the American Free Enterprise System.

Concepts

Free enterprise, private property, profit, competition, free market, freedom of contract, system

Generalization

The American free enterprise system is characterized by private property, profit, competition, free markets and freedom of contract. Change in one aspect of a system affects all other parts of the system.

CONTENT OUTLINE

IV. Characteristics of the American Free Enterprise System
  A. Characteristics
    1. Private property
    2. Profit motivation
    3. Competition
    4. Free markets
    5. Freedom of contract

ACTIVITIES

(A) Generate and analyze descriptions of free enterprise in the United States and derive a list of characteristics and descriptions.

(B) Given a list of characteristics of the American Free Enterprise System, illustrate each. Use the list and illustrations in an outline for development in class note-taking activities.

(C) Read and develop a comparative analysis of authors treating the topic of free enterprise pure and Americanized. Write a summary essay concluding with a list of characteristics.

OBJECTIVE 8

The student will explain the nature, roles and sources of information about profits in our economic system.

Concepts

Profit

Generalization

The profit motivation is integral to the American free enterprise system and is employed as a productive and constructive aspect of the system.

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Summarize the factors considered.

(C) Develop a chart for use in depicting ramifications of selected changes in the profit picture such as high interest rates. Report or have a panel discussion on the proposition: "Since profits are necessary for the operation of our economy, they should not be taxed." Prepare arguments for and against this statement.

OBJECTIVE 9

The student will explain roles that competition plays in our economic system and how it both regulates and stimulates business.

Concepts

Competition, regulation, economic stimulus

Generalization

Within the American free enterprise system competition functions as both stimulus and regulator of production.

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OBJECTIVE 10

The student will relate how the free market system allows individuals and businesses to buy and sell where they choose.

Concepts

Free market

Generalization

The free market is a characteristic of the American free enterprise system.

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V O C A B U L A R Y

SECTION ONE

political system

social system

economic system

economics

institutions

values

freedom

justice

interdependence

systems

private property

profit motive

competition

free market

regulation

Adam Smith

FREE ENTERPRISE SYSTEM

Section II: The Nature of the American Economy as a Free Enterprise System

Overview

Activities included in this unit provide students opportunities to gain understandings and develop skills for both continued study and direct participation in the American Free Enterprise System. They are to work with concepts including scarcity, supply and demand, price, market, and factors of production.

Students are to be taught about goals of the economic system and to engage in activities designed to help them relate necessarily abstract principles with familiar institutions and actions. The objectives of the unit are to be pursued in ways designed to tap interests and motivations as well as to develop foundational knowledge for continuing study of economics.

CONTENT OUTLINE

Section Two: The Nature of the American Economy as a Free Enterprise System (two weeks)

Unit I. Concept of Scarcity
- A. Unlimited human wants and needs
- B. Limited economic resources
  1. Natural resources
  2. Human resources
  3. Capital resources
- C. Opportunity (alternative) costs

Unit II. Structure of the American Economy
- A. Economic production
  1. Factors of production
     a. Land
     b. Labor
     c. Capital
     d. Entrepreneurship
  2. Creation of wealth
- B. Economic income
  1. Rent
  2. Wages
  3. Interest
  4. Profit
- C. Measures of productivity and income

Unit III. Economic Distribution
- A. Supply-demand pricing
- B. Markets
  1. Competitive
  2. Oligopoly
  3. Monopoly

Unit IV. Economic Consumption
- A. Types of consumption
- B. Categories of consumers
  1. Individual
  2. Business
  3. Government

Unit V. Economic Conditions
- A. Inflation
- B. Deflation
- C. Economic cycles

Unit VI. Goals of the American Economy
- A. Economic goals
  1. Economic growth
  2. Economic freedom
  3. Economic justice
  4. Economic efficiency
  5. Economic stability
  6. Economic security
- B. Goals as criteria
  1. For decision-making
  2. For setting priorities
  3. For judging decisions and actions
  4. For interpreting criticisms
  5. For comprehension of current issues and events

*OBJECTIVE 1

The student will identify principal elements in the concept of scarcity including unlimited human wants and needs, limited economic resources, and opportunity costs.

Concepts

Wants, needs, goods, services, resources, scarcity

Generalization

People want many things which we call goods and services but have only limited means to secure them. In economics, the condition in which wants exceed means for satisfying them is called scarcity. Because wants are unlimited and resources for use in satisfying them are limited and versatile, all economic systems must be concerned with problems of relative scarcity.

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board, bulletin board, or overhead transparency. Participate in a class discussion using questions such as the following: (1) If there were no limit to the list, how many items or services could you put down? (2) How many items do you need to service? (3) How many things and services would you like to have? (4) Is there any limit to your wants? (5) What generalizations can we make about the number of things we want and our ability to obtain them?

(B) Participate in a round table discussion based on the following situation and questions: Suppose that it were suddenly possible to double the amount of goods and services available to Americans. Would there still be things that people would want and need? Why? How is that possible? Suppose the productivity levels continued to increase. Would there still continue to be things which people wanted? How is that possible?

(C) Ask the instructor to assist in testing the views you have stated against available factual information about a comparable event (such as increased productivity, or in a contemporary developing country).

(C) Participate in a symposium structured somewhat as follows:

Compare scarcity in the United States with that in a developing nation (such as Tanzania). Gather statistics and other information from various reference sources. Compare the data and draw some conclusions about the availability of resources (natural, human and capital) in each country. Use appropriate maps, charts or other graphic displays.

*OBJECTIVE 2

The student will examine the concepts of economic production and income and explain their role in the American economy.

Concepts

Production, land, labor, capital, entrepreneurship, management, wealth, income

Generalization

Because wants are unlimited and resources are limited and versatile, choices must be made as to how to use resources and what goods and services to produce. Incomes are a major consideration in determining who shall receive goods and services produced. In a free enterprise system the amount of income is conditioned by the value placed on the contribution to production and varies with the scarcity of the resource, government interventions and demand for the resource contributed.

Economists have developed various indices used in measuring, describing and seeking to understand productivity and income.

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the product or service it provides or performs? (6) How many employees are in the company? (7) What types of machines, equipment and tools do the employees use? (8) How does the company attempt to cut costs in the production of the goods or services? (9) How much money has the company invested in the machines, tools, and equipment of the company? (10) How much money per employee does the company have invested in machines, tools, and materials? (11) How much money is generated by the company in taxes and salaries/wages to the employees?

Ask the students to compare the companies they have studied to see if they can detect common elements. Summarize the information in the form of tables, flow charts, and graphs. Use these in a descriptive report.

(ABC) Sketch the circular flow of production with its corresponding flow of income. Using this chart of circular flow between businesses and households, trace the effect of these events on the economy:

1) a huge increase in consumer demand for cars.
2) a sudden lack of confidence in the economy.
3) a decrease in income tax rates.

(AB) Analyze each of the following to determine in what ways the activities and actions are involved in the creation of wealth: (1) A large national bank lowers its prime interest rate on loans; (2) The President orders

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a tax cut for all citizens, with congressional approval; (3) A company installs a new piece of equipment to increase the production capacity of its plant; (4) An individual purchases a life insurance policy; (5) Your father deposits his savings in a bank; and (6) A new man is hired at the local plant.

(AB) Identify some specific examples of ways each of the following obtains income: (1) An owner of a business of farm (profits); (2) A worker in a factory (wages/salary); (3) A local government agency (taxes); (4) The owner of apartments (rent); and (5) A company that lends money (interest). Develop a discussion based on how each of the above is a kind of economic income.

(B) Choose a company from a telephone directory. Assume the role of the company planners and "create" information on the economic factors and income for that company.

(C) With the assistance of the instructor, develop a bibliography and do the necessary readings to achieve a basic understanding of the following:

1. Gross National Product (GNP)
2. Net National Product (NNP)
3. National Income (NI)
4. Personal Income (PI)
5. Disposable Personal Income (DPI)

Prepare a chalk talk with graphs which demonstrate the Gross National Product (GNP), the level of personal incomes (PI), disposable personal income (DPI), and

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national income. Locate statistical information and verbally describe production patterns of one of the measures of production or personal income over a ten-year period.

Formulate and test some generalizations about trends in the various measures of production and/or personal income. Interpret overall patterns.

*OBJECTIVE 3

The student will explain the concept of distribution and its role in the functioning of the American economy.

Concepts

Supply, demand, price, monetary system

Generalization

Supply may be defined as a schedule of the quantity of particular goods or services available at various prices. Other things being equal, when demand and price increase, supply increases and when demand and price decrease supply decreases. In a market economy prices are a major factor affecting allocation of resources and production of goods and services.

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5. Other than price, what do sellers use to compete in this type of market? and
6. Give examples of businesses from each kind of market.

(ABC) Invite representatives of one or more of the financial institutions to supply pertinent brochures or other information and visit the class to discuss the money market.

(A) Construct a demand graph and respond to the questions and tasks relating to the following:

Price	Number of units which will be purchased
$1.00	600
1.10	565
1.20	535
1.30	450
1.40	410
1.50	375

What is the shape of the curve shown by the graph? How many units would be bought at $1.35? Generalize about the law of demand.

(AC) Conduct a survey of price and demands in relation to a good or service (such as, within a class ask for a show of hands of how many would buy some good or service such as a lemonade or ballgame ticket or shoe shine at various prices). Record, tabulate, and graph the demand data.

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Survey supply of the same good or service. For instance, ask how many would shine shoes for $0.10, $0.50, $1.00, and so on. Record, tabulate, and graph the supply data.

Compare and describe the curves with information about such curves in the class textbook description. Increase the sample size and repeat. Discuss this factor and its importance.

(B) Participate in a buying-selling game of some commodity. Keep track of the prices and notice that as the game progresses, the price of the commodity gravitates toward equilibrium. Generalize about the interplay of supply and demand.

*OBJECTIVE 4

The student will explain the concept consumption and its role in the structure of the American economy.

Concepts

Demand, consumerism

Generalization

Schedules of amounts of a good or service consumers will purchase at various prices depict demand. At given times demand may be affected by income and employment, tasks and fashions, expectations about future prices, costs of alternative goods or services that may be used as substitutes and costs of complementary goods or services.

Other factors being equivalent, producers in a market economy make production decisions in response to or anticipation of consumer demand.

CONTENT OUTLINE

IV. Economic Consumption
  A. Types of consumption
  B. Categories of consumers
    1. Individual
    2. Business
    3. Government

ACTIVITIES

(A) Select some type of business and identify items which are used (consumed) in its operation. Estimate the amount of money spent by that business on goods and services needed in its operations. its operations. Get a yearly financial report of a large corporation and analyze it to determine the amount of money spent on consumable items and services. Compare with your estimates.

(C) Using government or other official or authoritative reference sources, find the total consumption of goods and services by business over a series of several years

(Continued on next page)

or for a periodic selection of years. State any pattern discovered (such as a trend) and discuss possible meanings of the findings.

(B) Review the role of individuals as consumers in society. Make posters or simply develop a list showing the items that one must consume to maintain him/herself for one week. Compare and contrast the lists or posters. Participate in a class discussion on questions such as: (1) Are there any things which we consume that are common to is all? (2) Do you have options on what you can buy to satisfy your wants and needs? Give some examples. (3) How does income affect your ability to consume products and services? (4) What role does advertising have on the products and services you consume? (5) What role does the availability of credit play in your consumption? (6) How do the things we consume this week compare with the things that are consumed by a family in other countries such as China or France? (7) What do ability, skill, education, training, occupation, regional environment, and minority status have to do with individual consumption? (8) How does the availability of credit or savings allow you to consume more? and (9) In buying the items we need to maintain ourselves this week, what are some of the precautions we should take?

(C) Prepare charts showing the changing costs of government in your community and state. Ask your instructor for assistance in locating necessary information. Consider telephone or face-to-face interviews with a responsible official or a custodian of records as well as reading newspaper accounts and documents.

(Continued on next page)

Consider comparing selected items on the fiscal budget of the community or state several years ago with the same items today. Contribute to class discussions about goods and services consumed by government.

(A) Use available reference sources on the federal government and make some observations about the role of the national government as a consumer. Focus on the various categories in the government budget. Discuss: Where does the money go? and How does this show that the government is a consumer?

(C) Using appropriate reference materials, prepare with others in a small group to report on one measure of the national economy. Choose one of these topics: the Gross National Product (GNP), the Net National Product (NNP), the National Income (NI), Personal Income (PI), and Disposable Personal Income (DPI). Each group should do the following:

(1) Define the term.
(2) Demonstrate the factors which come into consideration in the calculations.
(3) Describe the methods used to calculate each.
(4) Show the formula which is used to express it.
(5) Prepare a graph showing the position of each measure over the last twenty years.
(6) Determine how measures may be used to compare similar graphs for Germany, Japan, or other nation.

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*OBJECTIVE 5

The student will define the concepts of inflation, deflation and economic cycles and identify other factors which influence economic conditions.

Concepts

Inflation, deflation, economic cycle, market economy

Generalization

Every market economy experiences periodic fluctuations in its level of economic activity.

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(B) Complete a chart of effects of inflation on each of the following categories of people: factory worker on an hourly wage, a salesman working on commission, an elderly woman on Social Security benefits, and a young woman who has just purchased a new car on credit installment plan.

(C) Develop a chart showing the Gross National Product from the beginning of this century. Use the chart to identify distinct cycles. Label the phases of individual business cycles: (1) prosperity; (2) recession; (3) depression; and (4) recovery.

(A) Do a case study of the "Great Depression." Include consideration of the following:

1. The duration of the Depression;
2. The various phases of the Depression;
3. Causes of the Depression as refelcted in analyses by economists;
4. The role of government during the period;
5. Effects of the Depression on people; and
6. A comparison of the Great Depression with other depressions this country has experienced. Scope and intensity are to be included in the comparison.

(AC) Participate in panel discussion on the effects of factors such as the following on business cycles: innovations; the supply of money and credit; psychological factors (such as businessmen thinking that times will be good or bad), and under-consumption by businesses and individuals.

(Continued on next page)

(ABC) The Great Depression had long-term effects on the American economy. To prevent another occurrence controls have been built into the economy. Prepare a chart describing the conditions before, during and after the Depression and the controls which were instituted later to prevent another depression. Consider the following terms and categories:

Money
Unemployment
Wage rates
Government policy
Government spending
Bank deposits
Farm prices
Borrowing
Stock investment

(A) Compare selected years (1929, 1933, 1968, 1975, 1980) in terms of unemployed, foreclosures on homes, and home building. Generalize.

OBJECTIVE 6

The student will list the goals of the economy and recognize factors affecting the realization of those goals.

Concepts

Free enterprise system, goals, criteria, values

Generalization

Goals are an expression of values and many function as criteria for making value judgments.

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CONTENT OUTLINE

VI. Goals of the American Economy
  A. Economic goals
    1. Economic growth
    2. Economic freedom
    3. Economic justice
    4. Economic efficiency
    5. Economic stability
    6. Economic security
  B. Goals as criteria
    1. For decision-making
    2. For setting priorities
    3. For judging decisions and actions
    4. For interpreting criticisms
    5. For comprehension of current issues and events

ACTIVITIES

(A) Participate with others in a group assigned to analyze policies or actions such as those listed below and identify the economic goal affected:

Congress authorizes the use of federal monies to develop a comprehensive coastal zone management system.

The President, during a sharp recession, extends unemployment benefits to people not ordinarily covered.

The President asks steel manufacturers to "hold the line" on price increases.

A federal district court fines a group of businessmen found guilty of price fixing.

The Department of Commerce establishes a special task force to develop programs for economically depressed urban areas.

(Continued on next page)

Congress approved tax measures to aid small, family-owned businesses.

(B) Analyze the following list of actions and decisions that may be taken by individuals and identify the economic goal likely to be furthered or blocked by each:

A group of women organize a rally in support of th Equal Rights Admendment.

A worker spends a lunch period soliciting support for formation of a union.

A student uses money earned from a part-time job to buy savings bonds.

A bookkeeper in a large corporation takes courses at night in tax accounting.

A newly married couple goes to several different stores to shop for specials.

A young couple invests in an insurance policy.

(C) Analyze each of the actions listed and explain ways they might affect the achievement of identified economic goals:

A rally is held to support a candidate favoring nationalization of oil companies.

A community votes against a sales tax increase to support a new vocational-technical high school.

A finance company lowers its minimum credit requirement for low income people and raises interest on high-risk loans.

(Continued on next page)

A citizen group supports a policy to exclude all foreign-made products from this country.

A business cleverly devises a way to stop women from being promoted within the company.

(C) Review current periodicals describing government actions or decisions on economic matters. List, examine and discuss selected items with persons in the community who are interested and knowledgeable about the topic and share the ideas with the class. Identify the economic goals affected. For example, consider what economic goals might be involved in a legislator's motion to restrict college admissions on the basis of employer demand statistics. (Re-examine this question in the unit on comparative economic systems. What kinds of systems have governments that restrict opportunity to compete in the labor market?)

V O C A B U L A R Y

SECTION II

wants
needs
goods
services
resources
scarcity
production
capital
entrepreneur
wealth
supply
demand
price

economic cycle
market economy
income
distribution
natural resources
human resources
David Ricardo
Thomas Mathus
Paul Samuelson
John K. Galbraith
inflation
depression

FREE ENTERPRISE SYSTEM

Section III: The Role of the Individual in The Free Enterprise System

Overview

Students are to explore roles of the individual as consumer, producer, and citizen. The activities are intended to help in development of better understanding and more effective application of knowledge about these roles. Studies include first-hand observations and experiences in the community. Some activities incorporate career and consumer education features which have been selected for purposes of evolving interest, for direct usefulness to young people, and for the contribution they may make to appreciation of the nature of the American Free Enterprise System.

CONTENT OUTLINE

Section Three: The Role of the Individual in the American Free Enterprise System (three weeks)

Unit I. The Role of the Individual as Consumer

A. Elements affecting consumer activities
   1. Earning
   2. Spending
   3. Borrowing
   4. Investing
   5. Saving
   6. Protecting

B. Factors influencing choice-making
   1. Needs and wants
   2. Availability of funds
   3. Impulse buying
   4. Value system
   5. Advertising
   6. Fashion
   7. Habit/Custom
   8. Social approval
   9. Availability of goods

C. Decision-making skills
   1. Recognize a need for decision
   2. Identify values involved
   3. Identify alternatives
   4. Predict probable outcomes of the various alternatives
   5. Weigh and choose a course of action
   6. Try out mentally and in the actual situation
   7. Reflect upon results and ways of possible improvement in the future*

* Adopted from Developing Decision-Making Skills. Arlington, Virginia: National Council for the Social Studies, 1977. passim.

Unit II. The Role of the Individual as a Producer

- A. Types of employment
  - 1. By time
    - a. Full-time
    - b. Part-time
  - 2. By employer
    - a. Self-employed
    - b. Public employee
    - c. Private business employee
  - 3. By types of preparation
    - a. Unskilled
    - b. Skilled
    - c. Professional
- B. Factors to consider in choosing careers
  - 1. Training requirements
  - 2. Earnings
  - 3. Supply and demand
  - 4. Opportunities for advancement
  - 5. Locations
  - 6. Contributions to society
  - 7. Personal satisfactions

Unit III. The Role of the Individual as Citizen

- A. Economic "voting" in the marketplace
  - 1. Brands, makes, and models
  - 2. Boycotts
  - 3. Elastic and inelastic demands
- B. Voting on economic issues at the polls
  - 1. Bond issues
  - 2. Tax elections
  - 3. Constitutional amendments
  - 4. Election of officials

*OBJECTIVE 1

The student will produce a budget demonstrating grasp of elements of consumer activity.

Concepts

Need, want, scarcity, budget, invest

Generalization

Because of scarcity, individuals must husband resources available to realize optimum value. Due attention to elements of consumer activities can contribute to the pursuit of happiness in free enterprise systems.

- - - -

*OBJECTIVE 2

The student will analyze and classify factors influencing choices made by consumers.

Concepts

Scarcity, choice, market system

Generalization

Awareness of factors affecting choices can sometimes lead to more satisfying ways of choosing.

CONTENT OUTLINE

B. Factors influencing choice-making
   1. Needs and wants
   2. Availability of funds
   3. Impulse buying
   4. Value system
   5. Advertising
   6. Fashion
   7. Habit/Custom
   7. Social approval
   9. Availability of goods

ACTIVITIES

(A) List the five latest purchases you have made and identify factors that influenced your choice of the item or service. Compile the lists made by all class members and develop a classification system. Compare with lists of influences from a textbook.

(B) Make a collection of ads and identify ways each attemps to affect choice-making. Analyze relationships and classify the ads by propaganda types.

(C) Conduct a telephone survey of business persons selected in consultation with the teacher. Ask them what features of a product or service they sell influences sales volume and what characteristics of clients or customers seem important. Report the results in the form of a display including graphs, maps, pictures, or other suitable ways of presenting information for class discussion.

OBJECTIVE 3

The student will apply an outline of decision making steps to a decision-making task and identify the steps available.

Concepts

Decision-making

Generalization

Systematic decision-making processes may contribute to the quality of decisions made by individuals in a free enterprise economy.

- - - -

OBJECTIVE 4

The student will describe selected types of employment factors involved in choosing careers.

Concepts

Career choice, types of employment

Generalization

The more one knows about the world of work, the more successful he is likely to be in choosing a career.

- - - -

(B) Obtain detailed information from Occupational Outlook Handbook on three jobs. Explain why certain people would be attracted to those jobs and why others would not care for them.

OBJECTIVE 5

The student will explore the power of the consumer as a citizen.

Concepts

Market economy, consumer power

Generalization

Individuals are economic citizens as well as political and social beings. Consumer power is the controlling factor in our market economy.

- - - -

*OBJECTIVE 6

The student will organize information about designated kinds of economic issues placed on the ballot.

Concepts

Bond issue, tax election, economic issue

Generalization

Citizens may participate in the economic system in a variety of ways. Collective actions may have decisive impact on economic decisions (what is produced, how it is produced and who gets that which is produced).

CONTENT OUTLINE

B. Voting on economic issues at the polls
   1. Bond issues
   2. Tax elections
   3. Constitutional amendments
   4. Election of officials

ACTIVITIES

(A) Choose a recent bond or tax issue treated in the news media. Keep documented notes on the readings and televiewing. Summarize the issue(s), arguments pro and con, actions, and results to date. Bring these issues up and contribute your information in class discussions.

(B) Choose a recent election in which economic issues were prominent. Read and talk with informed persons about the points of contention. Contribute the ideas and information to enrich class discussions.

(C) Review federal and/or state Constitutional amendments to identify those having to do with economic matters. Call these to the attention of other class members in class discussions.

(Continued on next page)

Discuss with the teacher the possibility and advantages of a simulated election involving situations and information discussed by the class. Follow through if the idea seems to have merit for the situation of your class.

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V O C A B U L A R Y

SECTION III

budget

consumer

producer

choice

consumer power

economic votes

employment

personal productivity

bond issues

consumerism

employee

employer

insurance

Section IV. The Role of Money and Banking in the American Free Enterprise System

Overview

This unit is designed to provide opportunities for students to study, discuss, and engage in first-hand observations in order to better understand roles of money and banking in the American Free Enterprise System. Students are to be taught that money and banking roles have evolved historically and that they reflect values and the types of political and economic systems of which they are a part. They are to be made aware of the reasons for government regulations in this realm and of some of the agencies and issues involved. Studies are to encompass an array of agencies, institutions, and instruments pertinent to the individual student's future roles as consumer, producer, and citizen.

CONTENT OUTLINE

Section Four: The Role of Money and Banking in the American Free Enterprise System (Two Weeks)

Unit I. Money

- A. Definitions
- B. History of money
  - 1. Origins and developments
  - 2. Types
    - a. Bartered items
    - b. Currency
      - (1) Coins
      - (2) Paper money
    - c. Demand deposits
    - d. Credit
- C. Functions of money
  - 1. Medium of exchange
  - 2. Standard of value
  - 3. Store of value
  - 4. Standard of future payments
- D. Characteristics of money
  - 1. Acceptable
  - 2. Portable
  - 3. Durable
  - 4. Homogeneous
  - 5. Divisible
  - 6. Cognizable
  - 7. Malleable
- E. Using and extending credit
  - 1. Advantages of credit
  - 2. Disadvantages of credit

(Continued on next page)

Unit II. Banking

- A. Procedures in banks
  1. Clearing house procedures
  2. Loan procedures
  3. Interest
  4. Demand deposits
  5. Relationships among deposits, loans and interest
- B. Activities and services of banking institutions
  1. Producers of services
  2. Consumers
  3. Employers
  4. Civic activities
- C. Regulation of financial institutions
  1. Problems leading to regulation
  2. Historical background
  3. Current regulatory practices and agencies

Unit III. The Federal Reserve System

- A. Organization
  1. Federal Reserve Act, 1913
  2. Member banks
- B. Services
  1. Issue notes
  2. Maintain centralized bank reserves
  3. Make loans to member banks
  4. Discounting notes
  5. Clearing and collecting checks
  6. Open market operations
- C. Monetary policy functions
  1. Definition
  2. Function
  3. Controls

*OBJECTIVE 1

The student will observe and classify examples of items that serve as money.

Concepts

Money

Generalizations

Money is anything that is accepted in exchange for goods and services or as payment for debts. It facilitates savings, production and marketing activities. Its value is related to the quantity and quality of goods and services for which it can be exchanged.

CONTENT OUTLINE

I. Money

A. Definitions

ACTIVITIES

(AB) Decide whether the following speakers describe something which fits definitions and functions of money:

As a modern American, I trade Federal Reserve Notes for the things I want to purchase.

I'm a modern consumer who has a checking account at a commercial bank. I use checks to exchange for the things I want.

I'm a native American living before the Europeans settled this continent. I use cowry shells to exchange for things I want. They are small, can be strung together and even worn for decoration.

I'm a mountain man in the last quarter of the last century. When the rendevous took place, I used beaver skins to trade for the things I wanted.

(Continued on next page)

A - On Level, B - Below Level, C - Above Level

I'm an American prisoner of war in a German prisoner-of-war camp. We use cigarettes to exchange for goods and services which are available to us.

I'm a collector and I have a number of Bicentennial medallions made of gold which have value.

I'm an investor who has accumulated numerous stocks and bonds which have value.

(AB) Identify ten classroom items and place values on each using bartered-item exchange rates and dollar prices. Participate in simulated market days of trading. Use both types of mediums of exchange. Discuss the advantages and disadvantages of each. Formulate a definition of money and check with an authority.

(C) Make a collection of examples of items or processes that are "almost money." Use these in creating a classification game to be shared with the class. The game could be in the form of a set of 3 x 5 cards with a picture and/or description on one side and a decision as to whether or not it would count as "money" on the reverse side. Participants would classify and explain a card description and receive points for correct classification and statement of the reason.

OBJECTIVE 2

The student will trace historical changes in money, its functions, types, and characteristics.

Concepts

Money, specialization, division of labor, market

Generalizations

Because specialization and division of labor have resulted in increased output and increases in the amount of goods and services exchanged, there is a need for a monetary system. Money has taken different forms and functioned as a medium of exchange, standard of value and store of value.

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major developments in money, its types, and functions. Read or consult selections from the references collected in developing a paper on the history of money.

(C) (Special Interest) Write an imaginative, "futuristic" essay or story extrapolating from historical and present developments in money into possible future societies.

OBJECTIVE 3

The student will examine credit buying and selling.

Concepts

Scarcity, factors of production, credit line

Generalizations

Various institutions function to facilitate savings, to act as intermediaries for financing capital accumulation, and to assist in meeting the needs of consumers. Credit is used in the United States more than in any other nation.

- - - -

loans and for those who are extending credit or loans to others. Take notes and discuss the suggestions made.

(B) Make a survey of agencies and individuals that provide advice and counseling for credit seekers and for persons extending credit. Locate and supply copies of some guidelines for selecting advisors on credit matters.

(C) Assist the instructor in creating the "role cards" for use in Activity A. Include a variety of financial and personal circumstances that affect credit ratings. Set up stations with signs identifying loan agencies of various kinds. Choose one type of loan agency to research and explain it for those role playing applicants for loans. Services and policies are usually described in brochures supplied on request.

Role play a small business owner in the process of deciding to grant or withhold credit to a client/customer. Summarize sources of information and factors to be considered in deciding.

(Special Interest) Contact an official or local lawyer to request information about "truth-in-lending" laws and how they operate.

*OBJECTIVE 4

The student will describe and explain characteristics of banks and ways they function.

Concepts

Banks, profit, business

Generalizations

A banking system provides a mechanism by which the supply of money can be expanded or contracted to meet needs of the economy. Banks are businesses and, as such, depend upon profits to continue their services. Profits are made through interest on loans and deposits are sources of funds loaned.

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(B) Examine newspapers and other sources having current information about interest rates charged and paid on various kinds of accounts or investments and loans. Formulate a set of questions that need to be answered to understand these references. Request the teacher or some other person selected in consultation with the teacher to explain and clarify the terminology, instruments, and so on involved.

(C) Participate in a role-playing session in which a young couple or single person finds out about ways of using selected banking services. Emphasize the types of savings options and investment opportunities. Compute, compare, and display examples of the alternatives considered. Share information sources for use in decision-making processes.

*OBJECTIVE 5

The student will collect, analyze and share information about banking activities and regulations.

Concepts

Banking, financial institutions, savings

Generalizations

Banks and other financial institutions make savings and accumulation of capital more convenient.

- - - -

(B) Participate with others in a survey of institutions in the area. Classify these by type and service provided. Translate addresses of agencies surveyed to a map showing the locations. By means of charts, models, posters, or other mediums share the findings of the group.

(B) View the filmstrips "The How and Why of Banking" (Junior Bankers Section of the Louisiana Bankers Association). In follow-up discussions compare the information with that gathered in direct interviews by class members.

(C) Participate with others in designing and conducting a survey of credit and financial institutions in the area. Organize the results into a chart format. Display and explain it briefly for other class members. Consider a chart format such as the one that follows.

(Continued on next page)

CREDIT AND FINANCIAL INSTITUTIONS SURVEY

Types of Lending Agencies	Sources of Funds Loaned	Types of Borrowers	Types of Loans or Credit	Credit Requirements	Interest Rates and Other Charges
Commercial Banks					
Pawn Shops					
Savings & Loan Banks					
Retail Merchants					
(List Others)					

(C) (Special Interest) Research and write a report on state banking laws. Participate in a teacher-led discussion focusing upon questions such as the following: In your own words, what does the law actually say about banks in Louisiana? Why does the law restrict banking operations to the parish? What advantages and disadvantages do you see in the law? Do you think it is a good law? What are your reasons for the assessment made of the law? Compare Louisiana banking law to that of other states such as Texas, New York, and/or California.

*OBJECTIVE 6

The student will describe the Federal Reserve System and its impact on the American economy.

Concepts

Federal Reserve System

Generalizations

The Federal Reserve System is the nation's central bank, serving the needs of both the federal government and member commercial banks.

- - - -

(C) Review references and include with other class activities. Keep a record of Federal Reserve monetary policy for the class displayed on a chart or "barometer" showing the rise and fall of Federal Reserve discount rates, reserve requirements, and current interest rates. The record should be kept throughout the remainder of the semester. At the end of term write a paper summarizing insights gained from reading, class participation, and charting the policy. Describe its repercussions in the news.

(B) Prepare an outline map of the United States showing the twelve Federal Reserve districts. Mark the twelve cities in which Federal Reserve banks are located and the Federal Reserve branch banks. Display for the class.

V O C A B U L A R Y

SECTION IV

money

specialization

division of labor

credit

fiat money

near money

Federal Reserve Notes

commercial bank

financial institution

Federal Reserve System

FDIC

interest rate

interest rate

monetary policy

legal reserve requirement

clearinghouse

discounting

intrinsic value

extrinsic value

legal tender

demand deposit

Milton Friedman

savings

FREE ENTERPRISE SYSTEM

Section V. The Role of Business in the American Free Enterprise System

Overview

This unit is designed to help students progress toward mastery of concepts including free enterprise, market, price, competition, supply and demand, single proprietorship, partnership, and corporation. Students are to systematically survey types, roles, and functions of business in the American Free Enterprise System. Roles of businesses as producers, consumers, employers, and taxpayers are to be understood. Civic duties, contributions to the general public welfare, and government regulation are to be examined in relation to identified values.

Through participation in the activities suggested students are intended to become more observant of the world around them, more knowledgeable about how businesses function, and more able to make wise decisions in their roles as producers, consumers, and citizens.

CONTENT OUTLINE

Section Five: The Role of Business in The American Free Enterprise System (three weeks)

Unit I. Business
- A. Definitions and examples
  - 1. Definitions
  - 2. Examples
    - a. Industry
    - b. Commerce
    - c. Finance
    - d. Transportation
- B. Objectives
  - 1. Economic responsibility
  - 2. Social responsibility
  - 3. Political responsibility

Unit II. Organizational Patterns of Business
- A. Ownership patterns
  - 1. Sole proprietorship
  - 2. Partnership
  - 3. Corporation
  - 4. Cooperative
- B. Scope of operations
  - 1. Vertical integration
  - 2. Horizontal integration
  - 3. Circular integration
  - 4. Conglomerates
- C. Organization by industry type
  - 1. Production industries
  - 2. Processing industries
  - 3. Marketing and distribution industries
  - 4. Service industries

Unit III. Functions of Business in a Free Enterprise System
- A. Financial functions
  - 1. Risk-taking

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2. Raising capital to start, sustain, and expand business
    a. Stocks
    b. Bonds
    c. Personal investment
    d. Partnerships
    e. Borrowing
3. Government regulation
4. Business taxes
    a. Sales taxes
    b. Local taxes and license fees
    c. Payroll taxes
    d. Corporate income taxes

B. Production functions
1. Determining what and how much to produce
    a. Supply and demand
    b. Market analysis and projection
2. Producing

C. Consumer functions
1. Spending for goods and services
    a. Supplies
    b. Land
    c. Labor
    d. Capital
2. Intensive and extensive patterns

D. Marketing functions
1. Distribution channels
2. Pricing policies and procedures
3. Marketing functions
    a. Assembling
    b. Storing
    c. Grading
    d. Selling and advertising
    e. Merchandising
    f. Transporting
    g. Communicating

E. Management functions
    1. Planning and organizing
    2. Leading and controlling
F. Information processing functions
    1. Accounting records
    2. Employee records
    3. Customer records
    4. Information processing systems

OBJECTIVE 1

The student will define and recognize examples of business and its objectives.

Concepts

Business, profit

Generalizations

In free enterprise systems profit attracts and influences allocations of resources. Business pursuits involve contraints of social and economic responsibility as well as profit seeking.

- - - -

ACTIVITIES

(C) Do a random sample of businesses listed in the yellow pages of a telephone directory. Survey to determine ownership patterns including, but not limited to, those under study by the class. Chart the types and their characteristics. Graph the numbers and distribution by categories of patterns selected.

(ABC) (Special interest) Request references and instructions necessary to enable meaningful reading of the financial pages of newspapers. Follow and chart selected stocks and bonds and/or selected indices for the remainder of the semester. Give periodic news bulletins for the class.

*OBJECTIVE 2

The student will classify examples of selected types of business organizations including sole proprietorship, partnership, corporation, and cooperative.

Concepts

Business, proprietorship, partnership, corporation, cooperative free enterprise systems

Generalizations

Businesses may be grouped or classifed in a variety of ways. The production of the economy is carried out through different forms of business and business organization.

CONTENT OUTLINE

II. Organizational Patterns of Business
  A. Ownership patterns
    1. Sole proprietorship
    2. Partnership
    3. Corporation
    4. Cooperative
  B. Scope of operations
    1. Vertical integration
    2. Horizontal integration
    3. Circular integration
    4. Conglomerates

ACTIVITIES

(A) List and describe ten businesses serving your community. Review textbook, encyclopedia, and other references to develop an outline and notes on characteristics of various patterns of business organization and operations. Use the outline and notes in analyzing and classifying each of the ten businesses on your list by types of ownership, by scope of operations and functions, and by other categories found in the readings. Present selected examples to the class for critiques.

(B) Interview persons employed in several businesses designated by the teacher. Record their responses to questions about the organization and operations of the businesses studied. Consider including, for example, persons from Sears, McDonalds, a local movie, a law firm, a factory, a drugstore, the telephone company, and a farm or ranch. This survey may be done by telephone and include requests for brochures about the businesses studied.

(Continued on next page)

(C) Read selections from a reference book and/or magazines that contain book reviews relating to biographies or persons who have been outstandingly successful in realizing profit. Write a bibliographic essay based upon these readings and the scanning of some selections directly. Focus the paper upon descriptions of motives of the achievers and the functions of profit in the lives of these individuals and to the larger society of which they were a part.

OBJECTIVE 3

The student will classify business organizations by industry type.

Concepts

Business

Generalization

Business may be functionally classified as production, processing, marketing, distributing, and service industries.

- - - -

(AC) Select a business and outline the components of its organizational structure. Select a product of that business and trace it from raw material to producer to distributor to consumer. Include a flow chart in the presentation. Share the findings with the class. Retain the information for further use in relation to Objective 8, Activity C.

(C) Write a report on some large business corporation. Find out how it started, reasons and methods of expansion, current operations, future prospects, competition.

*OBJECTIVE 4

The student will describe and recognize examples of methods of financing a business including bank loans, savings, stocks and bonds.

Concepts

Finance, stock, bond, business, savings

Generalization

Businesses use savings (stocks, bonds, loans and surpluses) to finance operations, to increase productivity, and to realize profits.

- - - -

and summarize the explanations of the methods of financing. The teacher might be asked to supply an outline to guide this portion of the simulation. All class members should participate in and help to refine and clarify the simulation. All should do suggested readings and notetaking in preparation for the gaming activity and the "de-briefing" designed to assure balanced coverage.

(ABC) Select stock and chart the daily closing prices noticing the "ups" and "downs" of the stock market. Use the financial page of the newspapers as a resource.

(C) Obtain the latest financial statement of a corporation. Read for the following: How much profit is reported? Can you figure the profit margin? The percent of profit on invested capital? What does the annual report have to say about factors which affected the year's profits (or losses)?

OBJECTIVE 5

The student will identify and describe types of taxes and government regulations that may be applied to business.

Concepts

Tax, government regulation

Generalizations

The taxing and spending powers of the government affect the level of economic activity. In our society the government serves as a regulator, employer, consumer, and producer.

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*OBJECTIVE 6

The student will discuss the law of supply and demand as it functions in market economics.

Concepts

Supply and demand, market economy

Generalization

In market economies prices are a major factor in the allocation of resources and the production of goods and services. Prices are conditioned by interactions of supply and demand and act as market regulators.

- - - -

Formulate hypotheses to explain findings that do not seem to be fully accounted for by demand alone. Discuss these with other class members. If baffling cases arise contact a college or university in the area and request assistance in resolving the point of difficulty and arriving at an explanation.

*OBJECTIVE 7

The student will recognize effects of business spending on the economy.

Concepts

Business, interdependence

Generalizations

Every market economy experiences periodic fluctuations in its level of economic activity. As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater. Businesses are employers and consumers of goods and services as well as producers. Business spending in each of these roles affects the economy.

- - - -

Ask people about experiences they may have had with plant shut downs or additions of a new employer to a community. Ask about the effects on individuals and families and on other segments of the society. Share some of these stories with other class members.

(C) In consultation with the teacher select a historical or contemporary situation which graphically portrays effects of business expansion or curtailments on a community and on more widespread sectors of the economy. Recent news has many examples to show such effects. Review the literature on one of these covering a span of time long enough to reveal patterns. Simulate a "Meet the Press" interview to tell about the situation and its ramifications.

OBJECTIVE 8

The student will discuss marketing functions of business.

Concepts

Marketing, free enterprise system

Generalization

Competition among those who sell to attract customers or clients and of potential buyers for the best possible terms of purchasing are features of the market in a free enterprise system.

CONTENT OUTLINE

D. Marketing functions
   1. Distribution channels
   2. Pricing policies and procedures
   3. Marketing functions
      a. Assembling
      b. Storing
      c. Grading
      d. Selling and advertising
      e. Merchandising
      f. Transporting
      g. Communicating

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ACTIVITIES

(A) Select five products that are normally found in a grocery or some other kind of store. Trace the steps a selected item passes through from raw state to the retail outlet. Show the findings on a flow chart and maps. Verbally explain the marketing functions involved.

(B) Make a list of products that are sold by "grades." Use newspaper ads to assist in developing the list. Consult government bulletins and other authoritative references to locate definitions, procedures, and agencies involved in arriving at the "grades." References should ordinarily include the home demonstration agent, consumer magazines, the school's home economics teacher, and other persons and publications. Display some examples and tell other class members about the items and "grades."

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(Continued on next page)

(C) Contact persons knowledgeable in the area of marketing who would meet with a small group of interested students to answer questions about the field.

(AC) Plan with others a study of interest pertaining to marketing functions of business. Consider, for example, preparing a debate on issues or policies relating to advertising practices, careers in marketing, marketing regulations, a producer's view of marketing, or a consumer's view of marketing.

(Special Interest) The student interested in futuristic studies may undertake a project on the future of marketing.

OBJECTIVE 9

The student will recognize examples and functions of records required of small businesses.

Concept

Records

Generalization

As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater. As interdependence and complexities increase, so does the amount of record keeping.

- - - -

Identify persons in the school and community who are in the "record-keeping" business to some extent. Consider, for example, the librarian, the principal, the history teacher, the business teacher, the clerk of court, the secretary of the police jury, the secretary of state, the tax assessor, lawyers, and accountants. Ask for assistance from persons with such titles. If possible, help in making a video-tape of some of these persons showing examples and telling about their record-keeping duties and the relationships of their work to the record-keeping required of or voluntarily done by businesses.

V O C A B U L A R Y

SECTION V

business

industry

commerce

sole proprietorship

corporation

partnership

cooperative

conglomerate

diversification

foreign subsidiaries

merger

service industries

marketing

stockholders

dividends

stocks and bonds

license

charter

chain store

liability

inventory

Section VI. The Role of Labor in the American Free Enterprise System

Overview

Roles and characteristics of workers in the American Free Enterprise System are the focal points of this unit of study. Students are to engage in studies of the self-employed, the professional, and the managerial or entrepreneurial participants in our society as well as the employee. Labor is to be understood as a factor of production and as an aspect of the life of individuals who are also consumers and citizens. Studies are to include trade and professional associations as well as unions.

Students are to be taught that labor is the major source of income for most families in our society and that wages vary. They are to examine ways incomes affect other aspects of the economy and are affected by them. Some of the variables affecting wages, types of payment patterns, deductions, and purchasing power are included in this unit.

Some activities use career or consumer education approaches to promote understanding of free enterprise as well as for their direct usefulness and tendency to evoke and help sustain student interest.

CONTENT OUTLINE

Section Six: The Role of Labor in the American Free Enterprise System (Two Weeks)

Unit I. Role and Characteristics of Labor
- A. As a factor of production
  - 1. Human resources
  - 2. Definition and examples
  - 3. Influences on productivity
    - a. Quality and quantity of labor
    - b. Capital and technological support system including management, equipment and research
      - (1) Intensive investment
      - (2) Extensive investment
- B. Characteristics of labor
  - 1. Composition of the labor force
    - a. Quantity
    - b. Quality
  - 2. Occupational characteristics
  - 3. Unemployment
  - 4. Labor shortages
  - 5. Women in professional and technical occupations
  - 6. The "Malthusian Specter"

Unit II. The Labor Market
- A. Trends in size and composition of the labor force
  - 1. Steady growth in number
  - 2. Occupational categories
    - a. Occupation defined
    - b. Wage earners and the self-employed
    - c. Dress modes and trends
  - 3. Changing composition of the labor force
    - a. Occupations
    - b. Ratios of various categories such as age, sex, ethnic groups
    - c. Reasons

B. Occupational searches
    1. Forces that influence selections
        a. Among career opportunities
        b. Among applicants
    2. Job information
        a. Books and pamphlets
        b. Government publications
        c. People in positions to know
    3. Preparation for the job
    4. Knowledge about the labor market
        a. Choose a growing field
        b. Advancement opportunities
        c. Trends
    5. Getting the job
        a. Resume' or vita
        b. Job interview
        c. Job application
        d. Follow-up procedures
C. Wages and labor
    1. Meaning of wages
        a. Definition
        b. Gross wages, net wages, total wage costs
    2. Reasons for wage differences by occupation
        a. Factors affecting demand
            (1) Demand for goods and services
            (2) Productivity
        b. Factors affecting supply
            (1) Attractiveness of job
            (2) Required skill
            (3) Required training or education
            (4) Mobility
    3. Non-market influences on wages
        a. Discrimination
        b. Labor union policies and practices
        c. Government policies and practices
    4. Types of wages
        a. Piecework rates
        b. By-the-job
        c. Annual, monthly, weekly
        d. By-the-hour
        e. Commissions
        f. Fees
    5. Advantages and disadvantages of types of wages

Unit III. The Role of Labor Organizations

A. Early history of unions
   1. Pre-Civil War
   2. Civil War to New Deal
   3. Pre-New Deal obstacles
   4. Golden Age of Unions: New Deal to the present
      a. Pre-World War II legislation
      b. Legislation, 1947 to present

B. Unions, trade and professional associations
   1. Structure and organization
   2. Basic aims
      a. Wages - Escalator clauses, contracts
      b. Hours and working conditions
      c. Welfare, fringe benefits, and job security
   3. Methods
      a. Influences on policy and legislation
         (1) Management
         (2) Government
      b. Conflict negotiations
         (1) Collective bargaining
         (2) Strikes
   4. Impact of unions
   5. Impact of other occupational associations
   6. Trends in memberships and activities

C. Problems and issues for labor
   1. Labor legislation
   2. Union recognition
   3. Interunion disputes over jurisdiction
   4. Grievance procedures
   5. Seniority rights
   6. Strike avoidance
   7. Automation
   8. Changing employment patterns
   9. Anti-discrimination practices
   10. Roles of political action committees
   11. Racketeering and corruption

D. Advantages and disadvantages of memberships

OBJECTIVE 1

The student will analyze and update information about role and characteristics of labor in the economic system.

Concepts

Labor, human resources, factors of production, income

Generalizations

The individual plays three roles in economic life: as consumer, as producer, and as citizen. Labor, the contribution made in the producer role, is one of the factors of production and is the main source of income for most households in the United States.

CONTENT OUTLINE

I. Role and Characteristics of Labor
   A. As a factor of production
      1. Human resources
      2. Definition and examples
      3. Influences on productivity
         a. Quality and quantity of labor
         b. Capital and technological support system including management, equipment and research
            (1) Intensive investment
            (2) Extensive investment

(Continued on next page)

ACTIVITIES

(A) Survey and summarize in forms of charts, graphs, and maps demographic characteristics of the state and region. Allocate among group members historic time factors and duties pertaining to the study of that period in labor history. Consult such references as the Louisiana Almanac, State Department of Labor and Human Resources bulletins, world almanacs, encyclopedias, and census reports. Formulate descriptive generalizations about the makeup of the labor force and trends pertaining to it.

(B) Survey the occupational characteristics of the community and report the results to the class by participating in a discussion centered upon a question such as: How will the occupational characteristics discovered affect future job opportunities? Consult such references as the local employment agency, the Louisiana Almanac, a world almanac, school officials, and the chamber of commerce. Church censuses may also have useful information to share.

A - On Level, B - Below Level, C - Above Level

B. Characteristics of labor
   1. Composition of the labor force
      a. Quantity
      b. Quality
   2. Occupational characteristics
   3. Unemployment
   4. Labor shortages
   5. Women in professional and technical occupations
   6. The "Malthusian Specter"

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(C) Survey and summarize information about the status and trends in U.S. and world labor demography in suitable forms. Allocate among group members historic time periods to focus upon. Use available card catalogs and indexes to locate sources.

(AB) Chart union membership trends as compared to the regular labor force from 1920 to 1980. Discuss why membership dropped in the 1930's but has increased since then.

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OBJECTIVE 2

The student will describe trends and issues relating to characteristics of the labor force that affect the American economy.

Concepts

Market, demography

Generalizations

Division of labor refers to the separation of production and distribution of goods and services into different kinds of jobs. Characteristics of the work force change as do the nature, locales, and distribution of jobs.

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Gallup) on this topic and compare the results reported with those of the class. Try to explain any differences in results.

(C) Do a book review on a source selected in consultation with the teacher. A panel on the "Gloomy World of Parson Malthus and David Ricardo" could be developed from a study of Robert L. Heilbroner's "The Worldly Philosophers" and used as a stimulus to reflection and increased awareness of patterns and interpretations.

(ABC) View a film such as "Never Underestimate the Power of a Woman" which describes and depicts needs and effects relating to women in industry and professions. Follow-up with study and discussions relating to inclusion and exclusion of various potential segments of the work force.

*OBJECTIVE 3

The student will identify and review sources of information about the world of work.

Concepts

Free enterprise system, occupations, competition

Generalization

Informed search and selection of career goals can affect the economic well being of individuals and society.

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(C) Develop with a consultant recommended by the teacher a program on making good impressions. The home economics teacher, vocational arts teacher, business teacher, speech teacher, and principal are usually grounded in pertinent areas. A style show, film on good grooming or interview skills, or other formats may be considered appropriate.

(ABC) Develop a "success" notebook. Outline values and goals. Describe a preferred life style. Identify kinds of occupations that should contribute to the fulfillment of each. Collect articles pertinent to pursuit of promising paths.

OBJECTIVE 4

The student will demonstrate job-seeking information and skills.

Concepts

Resume', non-verbal communication

Generalization

There are identifiable rules which may be learned and applied to improve the chances of being successful in job seeking.

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*OBJECTIVE 5

The student will apply economic concepts of supply and demand ir explaining reasons that wages vary by occupations.

Concepts

Income, supply, demand, free enterprise system, competition

Generalizations

In a market economy incomes are affected by the value placed on the contribution made to economic production. A major determinant of that value is the market of buyers and sellers. Incomes are a part of the economic system's way of determining for whom goods and services are produced. Wages for labor is the major source of income for most households in the U.S.A.

CONTENT OUTLINE

C. Wages and Labor
  1. Meaning of wages
     a. Definition
     b. Gross wages, not wages, total wage costs
  2. Reasons for wage differences by occupation
     a. Factors affecting demand
        (1) Demand for goods and services
        (2) Productivity
     b. Factors affecting supply
        (1) Attractiveness of job
        (2) Required skill
        (3) Required training or education
        (4) Mobility
  3. Non-market influences on wages
     a. Discrimination
     b. Labor union policies and practices
     c. Government policies and practices

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ACTIVITIES

(A) Research and report in graphic form relationships between supply and demand and salary for a list of jobs. Consider including a technician in an atomic energy plant, an elevator operator, a gas station operator, an oil rig operator, an electrician, a beautician, and an unskilled laborer.

(B) Reflect upon, prepare for, and participate in discussions of questions such as: Why are employers willing to pay higher prices or wages for scarce skills? Invite representatives of a government agency, a corporation, a factory, or some other agency in the community to participate in the discussion.

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(C) Use available library indexes and guides to locate articles about wages and salaries of various occupations. Select, read, and

(Continued on next page)

share with others items that pertain to the propositions that wages vary with supply and demand and that relative wages among occupations in a society reflect the values of a society.

(Special Interest) Find out the year in which the majority of Americans in the labor force came to be employees rather than self-employed. Write an essay reflecting upon meanings of this change.

(AB) Match five salary levels to five jobs and justify.

*OBJECTIVE 6

The student will explore various types of wages and verbally explain relative advantages and disadvantages of each type.

Concepts

Income, supply and demand

Generalizations

Salaries and wages are calculated and paid in a variety of ways. Choices of types have been influenced by special conditions of the occupation, by tradition, and by preferences of employers and employees.

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(ABC) Compute several wage-related factors and compare. Examples of piece rates, time rates, annual salary rates, commissions, and so on should be examined mathematically.

Participate in class discussions of relative merits of various types of wages from the viewpoints of employer and employee.

(ABC) Select an imaginary but realistic salary for a job chosen for study. Compute tax deductions, social security, and so on and identify take-home pay. Develop a budget for a young family based on the salary. Explain and report the allocations.

*OBJECTIVE 7

The student will compare and contrast the growth of labor unions from the Industrial Revolution to the present.

Concepts

Labor, unions, free enterprise system

Generalizations

Labor unions have emerged and changed in relation to other economic, social, and political institutions. The sources and the exercise of power and authority differ within political systems.

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CONTENT OUTLINE

III. The Role of Labor Organizations
  A. Early history of unions
    1. Pre-Civil War
    2. Civil War to New Deal
    3. Pre-New Deal obstacles
    4. Golden Age of Unions: New Deal to the present
      a. Pre-World War II legislation
      b. Legislation, 1947 to present

ACTIVITIES

(A) Write a documented report comparing early labor unions in the United States to those of today. Choose an outstanding labor leader or opponent and include a bibliographical profile in the context of the report.

(B) Choose to work individually or with others in collecting and/or creating cartoons depicting historically significant events and personages. Share and discuss these with the class.

(C) Show selected events of labor history on maps and seek defensible descriptions and explanations of the geographic patterns and trends discovered in reading and cartographic work.

(C) Plan and conduct a case study exploration of the meaning of the phrase "the labor vote." Include discussions with informed persons in the study and, when possible, in the reporting to other class members.

(Continued on next page)

(Special Interest) Contact a college or university in your area for assistance in locating persons interested in the recently recognized quality works in science fiction. Consider a project involving the writing of a speculative, futuristic exploration of possible futures for labor. An alternate project would be to read and share with others analyses of science fiction which treats variations on labor patterns and legislation in ways that stimulate awareness and observation of present and possible futures.

(Special Interest) Keep an annotated notebook of news items and historical reviews of labor legislation and developments. Periodically share news reports and commentary.

*OBJECTIVE 8

The student will investigate and report on union and other occupational associations' goals, methods and status.

Concepts

Unions, trade associations, professional associations, competition

Generalizations

A function of labor unions and other occupational associations is to promote the security and well being of its membership. Cooperation and competition coexist within and among various groups.

CONTENT OUTLINE

B. Unions, trade and professional associations
   1. Structure and organization
   2. Basic aims
      a. Wages - Escalator clauses, contracts
      b. Hours and working conditions
      c. Welfare, fringe benefits, job security
   3. Methods
      a. Influences on policy and legislation
         (1) Management
         (2) Government
      b. Conflict negotiations
         (1) Collective bargaining
         (2) Strikes

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ACTIVITIES

(A) Develop a proposal for a field trip to a government regulatory agency and to a union office or invite a representative to visit the class. If approved, assist in the arrangements and follow through. Request copies of bylaws and regulations of a union for class examination.

(B) Bring to class articles from newspapers and magazines on past or current labor disputes. Ask others to contribute to a bulletin board display series that your group is to plan and arrange. Include in the series a controversial labor issue, a strike portraying various viewpoints and features, and an issue involving women or a minority group's quest for equal opportunity to compete for positions in the labor force.

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(Continued on next page)

(C) Locate or develop a simulation or game for use by the class. Include roles for members of a union and management. Identify benefits sought. Plan ways to take participants through a series of studies and consultations in choosing the type of negotiation to use and then through meaningful negotiations. Study the available literature on negotiations, talk with knowledgeable people and develop a carefully structured activity. Try it out and refine it outside of class before engaging the class. Follow-up activities should include a "de-briefing" with the teacher as participant. The aim of this feature is to correct misconceptions and to round out the treatment of the topic.

(Special Interest) Design a variant of any of the above using a trade or professional association rather than a union.

(ABC) Make an in-depth study of a local strike. Examine the issues, events, and results. Evaluate the effectiveness of the strike with regard to results for labor, management, and society. Carefully document the study.

OBJECTIVE 9

The student will investigate and interpret the impact of unions on wages.

Concepts

Competition, profit, income, free enterprise system

Generalization

Union activities are one factor in the interrelated social, economical, and political systems that influence wages.

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(C) Examine wage-price relationships over a period of time long enough for graphs of these factors to reveal patterns. Read the graphs and verbal explanations of the "wage-price spiral" and state the theory or theories in layman's language.

Discuss with other class members questions such as: What causes are identified and what remedies recommended? How urgent is it believed to be to check this trend? and What consequences are anticipated if checks are not instigated?

Participate in a class panel discussion of interpretations studied then invite contributions by other class members. Ask the teacher to moderate and summarize.

*OBJECTIVE 10

The student will examine significant issues and problems that labor unions must meet and solve in this ever-changing society.

Concepts

Labor legislation, automation, strikes, seniority, discrimination

Generalization

Many issues and problems challenge the labor sector of our economy today.

CONTENT OUTLINE

C. Problems and issues of labor
   1. Labor legislation
   2. Union recognition
   3. Interunion disputes over jurisdiction
   4. Grievance procedures
   5. Seniority rights
   6. Strike avoidance
   7. Automation
   8. Changing employment patterns
   9. Anti-discrimination practices
   10. Roles of political action committees
   11. Racketeering and corruption

ACTIVITIES

(A) Research and debate a proposition relating to technology such as that "Machines should be destroyed." Treatments should include information about changing social values in relation to technology.

(B) Discuss demands of women's liberation movements with emphasis upon job opportunities and trends. Review for the class an article that uses facts and figures in arguing that there has or has not been meaningful progress toward the goals of these movements.

(C) Read or view selected references relating to future studies. Speculate about conditions in the year 2000. Assume that automation will be widespread and extrapolate present patterns to describe future homelife, benefits, leisure activities, and working conditions. Write up these ideas and projections in a suitable form.

(Continued on next page)

Research and participate in a debate on the question: Have we conquered job discrimination? Cite pertinent information and references. Follow-up with some recommendations for the future. These may be recommendations for further study, for policy formulation, or for actions of individuals or society.

(A) Present a brief description of the major labor legislation enacted in the last sixty years and relate some of the tactics used in settling labor disputes.

(AB) Locate "Right-to-Work" states on a map of the United States and describe the types of businesses and industry predominant in these areas. Ask the teacher to use these data in a class discussion. Seek to discover relationships between geography and political enactments such as "Right-to-Work."

(C) Debate: Should the "Right-to-Work" law be established uniformly or rejected?

(ABC) Discuss: What kinds of information and reasoning are necessary to a fair estimate of whether unions are too powerful or too weak?

OBJECTIVE 11

The student will compare advantages and disadvantages of union membership.

Concepts

Union, competition, free enterprise system

Generalizations

People are members of a variety of groups through which individual and collective well-being are sought. Cooperation and competition exist among various groups in relation to scarce economic goods and services.

- - - -

checklist designed for this use. List the advantages and disadvantages named. Critique the articles on the basis of such criteria as sufficiency of information, clarity of reasoning, absence of discernible bias, and absence of improper propaganda tactics. Share the critique with class members. Include a handout of the criteria used and examples of ways they were applied to the articles selected.

V O C A B U L A R Y

SECTION VI

labor

income

union

closed shop

open shop

wildcat strike

sitdown strike

walkout strike

boycott

seniority

grievances

collective bargaining

occupation

wages

trade associations

professional associations

injunction

Section VII: The Role of Government in the Free Enterprise System

Overview

Students are to come to understand that all societies have political, economic, and social systems that interrelate with each other and with the values of the culture. They are to be taught ways government affects the economy in its roles as producer, consumer, employer, and regulator. Activities in this unit are designed to engage students in learning about these roles and their varied impacts.

Teachers may find that a review of the fiscal and monetary activities of local, state, national, and international agencies will be desirable and enriching for all students. A deepening of prior experiences and achievements is encouraged.

CONTENT OUTLINE

Section Seven: The Role of Government in the American Free Enterprise System (one week)

Unit I. Government as a Producer
- A. Services governments provide
  - 1. State and local services
  - 2. Federal services
- B. Aids to private business

Unit II. Government as Regulator
- A. Subsidies
- B. Ownership
- C. Price controls
  - 1. Natural monopolies
  - 2. Price supports
- D. Tariffs
- E. Built-in stabilizers
- F. Regulatory agencies

Unit III. Government as Consumer
- A. Expenditures and their effects
- B. Income sources
  - 1. Taxes
  - 2. Non-taxes
  - 3. Loans
- C. National Debt

Unit IV. Government as Employer
- A. Direct impact on economy
  - 1. Contract awards
  - 2. Civil service jobs
- B. Indirect impact

*OBJECTIVE 1

The student will list services government provides and discuss reasons these services have been deemed necessary.

Concepts

Government services

Generalization

Though government functions as regulator, employer, and consumer, its purpose is predominantly services.

CONTENT OUTLINE

I. Government as a Producer
   A. Services governments provide
      1. State and local services
      2. Federal services
   B. Aids to private business

ACTIVITIES

(A) Participate in individual or group inquiry, then write a paper in which one of the following propositions is tested against the information: (1) Public and private goods are different in nature; (2) Government has to provide goods and services that others cannot or will not provide; or (3) Citizens determine government's roles in our economy.

(B) Map the locations of government service facilities in the area. Develop a notebook describing the services of government agencies in the community and ways they reach the individual or other recipient of the service.

(Continued on next page)

A - On Level, B - Below Level, C - Above Level

(C) Organize the information gathered by other group members into a systematic overview and summary of services produced. Select one service and focus studies on debates at the time the service was begun or at points of review and decision on whether or not to continue it. Dramatize one such debate.

(B) Name some services performed for you during the past day by (1) federal government, (2) state government, (3) city, town or parish government. How would life in your neighborhood be different if there were (1) no courts, (2) no state militia, (3) no police department, (4) no jails or prisons, (5) no government care of public health and, (6) no U. S. Post Office?

*OBJECTIVE 2

The student will analyze selected government regulations and make inferences regarding the probable advantages and disadvantages for various segments of society.

Concepts

Government regulation

Generalization

The government functions as regulator, producer, employer, and consumer. In the role of regulator, government affects other segments of society and the economy.

- - - -

(C) Choose a segment of the economy to represent in class discussions of who benefits or suffers from various regulating practices. Review the selected practice from a historical and global frame of reference. Be prepared with notes and references to justify the reasonableness of the effects represented.

(AB) Report on the nature of regulatory functions performed by any of these agencies: Securities and Exchange Commission, Federal Communications Commission, Civil Aeronautic Board, Federal Food and Drug Administration, Federal Trade Commission. All students who select the same agency will form a panel and make a report to the class.

(ABC) Discuss: In what ways is your personal liberty interfered with by the government? Would you be better off if such government interference were given up? Why?

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*OBJECTIVE 3

The student will describe and explain the functions of money in government activities.

Concepts

Government expenditures and revenue, national debt, fiscal policy

Generalization

The government functions as regulator, producer, employer, and consumer.

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CONTENT OUTLINE

III. Government as Consumer
  A. Expenditures and their effects
  B. Income sources
    1. Taxes
    2. Non-taxes
    3. Loans
  C. National Debt

ACTIVITIES

(A) Participate in a group assigned to study sources on government income and allocations of government expenditures. Prepare to address the questions: What source accounts for the most income? What areas of expenditure are greatest? How does government spending directly affect students and other groups in our society? Are government services studied "good buys" in relation to the amounts spent for those services?

(C) Read references recommended by the teacher and recount for other class members historic materials relating to problems of financing government. For example, the inadequacies of the Articles of Confederation may be reviewed in this context.

(C) Examine a recent political campaign and share with others information and stories about issues and policies advocated by the

(Continued on next page)

candidates as they pertain to income and expenditures of government. These studies should be selected in consultation with the teacher to assure that some consideration is given to the various levels of government. If time permits it may be desirable to also include examples from other periods in history.

(B) Draw pie graphs showing the breakdown of current national income and expenditures. Discuss.

(ABC) Explain this statement: "The question is not whether government should be involved in economic affairs; the question is to what extent government should be involved in economic affairs."

*OBJECTIVE 4

The student will examine sources on government employment information and identify effects of government as an employer in our economy.

Concepts

Government as employer

Generalization

The government functions as regulator, producer, employer, and consumer.

- - - -

(C) Prepare a bulletin board and/or series of transparencies and/or some other multi-media display showing changes in proportions of government employees at various levels of government (local, state, national) and in various categories of occupations (elected officials, military, civil service and so on). Participate in class discussions of roles and significance of government employment. Share information about sources for keeping abreast of developments in employment patterns.

(ABC) Imagine that all the government jobs in a community have been cut out. Describe the economic impact of this action.

V O C A B U L A R Y

SECTION VII

government services

subsidied

price controls

sales tax

income tax

corporate tax

regulatory agencies

expenditures

revenue

national debt

fiscal policy

civil service

built-in stabilizers

regulator

John Keynes

transfer payments

FREE ENTERPRISE SYSTEM

Section VIII: The American Free Enterprise System and Other Economic Systems

Overview

This unit is designed to teach students about the American Free Enterprise System in the context of other economies of the world. Students are to progress toward better understanding of their role as a citizen. They are to become knowledgeable about policy issues that come before the voter directly as well as matters that are responsive to generalized public opinion.

Comparative analyses of traditional, command, and market economies and the kinds of societies associated with each kind of theory are the core of this unit. Students are to be shown that pure examples do not exist but that countries can be characterized as more or less like the various types. Discussions are expected to move toward increasing comprehension and appreciation of characteristics of the American Free Enterprise System.

CONTENT OUTLINE

Section Eight: The American Free Enterprise System and Other Economic Systems (one week)

Unit I. Types of Characteristics of Economic Systems

A. Comparison factors
   1. What and how much to produce
   2. How to produce
   3. Who receives the products
   4. Coordination of the economy
   5. Ownership of means

B. General types of economic systems
   1. Traditional economies
   2. Command economies
   3. Market economies

C. Specific types of economic systems
   1. Democratic Capitalism - free enterprise
   2. Communism - state controlled economy
   3. Democratic Socialism - guided economy
   4. Fascism - state controlled economy

D. Characteristics of economic systems
   1. Democratic capitalism
      a. American democratic capitalism
      b. Origins
      c. Cornerstones of the economy
      d. Modifications
      e. Other democratic capitalist nations
   2. Communism
      a. Origins
      b. Leaders
      c. Cornerstones of the economy
      d. Functions of the economy
      e. Libertarian communism
      f. Examples of communist nations

3. Democratic Socialism
    a. Origins
    b. Leaders
    c. Cornerstones of the economy
    d. Differences from communism
    e. Examples of democrat socialist nations
4. Facism
    a. Origins
    b. Dictatorial capitalism
    c. Examples of facist nations

Unit II. International Trade and the American Free Enterprise System

A. International specialization
    1. Definition
    2. Reasons
    3. Examples
B. Functions of international trade
    1. Reasons for international trade
    2. Historic examples of benefits
    3. HIstoric examples of problems
    4. Contemporary patterns
C. How international trade is financed
    1. Methods of exchange
        a. Balance of payments
        b. Balance of trade
    2. Improving conditions for international trade
D. Law of absolute and comparative advantage
    1. Costs
    2. Quality
    3. Price
    4. Attractiveness
    5. Availability
E. International involvement of the U.S.A.
    1. Reciprocal trade agreements
    2. Common Market
    3. Trade Expansion Act
    4. International Monetary Fund
    5. World Bank
    6. Agency for International Development (AID)
    7. Marshall Plan (European Recovery Program)
    8. Point Four Program
    9. Peace Corps

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F. Impact on American business
    1. Benefits
    2. Problems
G. Government regulation of international trade
    1. Tariffs
    2. Quotas
    3. Foreign currency controls

*OBJECTIVE 1

The student will describe three general types of economic systems and explain how each answers fundamental economic questions.

Concepts

Traditional economy, market economy, command economy

Generalization

Economic systems may be grouped into broad categories which differentiate systems on the basis of how they answer the questions of what to produce, how and how much to produce, and who gets that which is produced.

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(C) Do suggested readings and apply the characteristics of the types of economic systems studied to descriptions of the economies of several nations suggested by the teacher. Classify the economies as traditional, command, or market. Discuss problems of classifying them this way. Try to arrange the nations on a continuum such as:
Traditional.....Market, Command.....
Traditional or Market.....Command.
Explain why no existing economy is purely a market, command or traditional economy.

OBJECTIVE 2

The student will investigate the similarities and differences of economic systems.

Concepts

Capitalism, socialism, communism, fascism

Generalization

No two economic systems are alike but they have common features.

- - - -

(C) Compare the buying power of an hour or a day's wages of citizens of two contrasting economic systems in terms of consumer goods and services. Also compare indicators of relative availability of goods and services during selected time periods. This project should ordinarily include large industrial nations such as the United States and the Soviet Union, another industrial nation such as Great Britain or Japan, a less industrialized large nation such as China or India, and a smaller, developing nation.

(ABC) Choose a topic for a case study of the American economy today with emphasis on economic fluctuation, income distribution, employment, and inflation.

Participate in a survey of newspapers and business and news magazines relating to economic conditions. Select topics to recommend for class discussion or for other modes of instruction.

Develop a card file of information about market indicators such as the following:

- Unemployment rate
- Industrial production
- Gross national product
- Wholesale price index
- Consumer price index
- Levels of personal income
- Retail sales
- Installment debt
- Standard and Poor's Stock Index
- Manufacturers' inventories
- Capital spending
- Corporate profits
- Rate of inflation

Use indexes in the library and suggestions of the teacher to identify locally accessible materials with pertinent information. Construct or locate graphs to show changes over a span of time.

*OBJECTIVE 3

The student will discuss characteristics and activities of competing economic systems.

Concepts

Democratic capitalism, communism, democratic socialism, fascism

Generalization

There is a variety of economic systems in operation in today's world.

CONTENT OUTLINE

D. Characteristics of economic systems
   1. Democratic capitalism
      a. American democratic capitalism
      b. Origins
      c. Cornerstones of the economy
      d. Modifications
      e. Other democratic capitalist nations
   2. Communism
      a. Origins
      b. Leaders
      c. Cornerstones of the economy
      d. Functions of the economy
      e. Libertarian communism
      f. Examples of communist nations
   3. Democratic Socialism
      a. Origins
      b. Leaders
      c. Cornerstones of the economy
      d. Differences from communism
      e. Examples of democratic socialist nations
   4. Fascism
      a. Origins
      b. Dictatorial capitalism
      c. Examples of facist nations

ACTIVITIES

(A) Research and develop a written report on one of the following topics: the rise and fall of Nazism; Italy or Spain under Facism; life in Communist China; the Fabian Society; Karl Marx; or East and West Berlin Economic Contrasts. Plan ways to share the studies with the class.

(B) Choose a country which is operating under some extreme conditions of one of the economy types. Describe aspects of the system and their effects upon the lives of the people.

Trace the history of the Socialist Party in the United States emphasizing candidates and political platforms. Tell stories of the selected eras for other class members.

(C) Investigate and report major features of Great Britain's economic experience with nationalization and "cradle to grave" social security. Include references to debates the enactments involved and of the

contrasting interpretations of conditions, needs, and outcomes. Critique and share the findings with others.

(AC) Study some summaries and critiques of selected theorists including those of Karl Marx and Adam Smith. Ask the teacher for guidance in identifying others to be included in the class studies.

*OBJECTIVE 4

The student will illustrate the definition and functions of international trade and specialization.

Concepts

Reciprocal trades

Generalization

International trade is a reciprocal process by which we contribute to the satisfaction of economic needs of other nations and by which they contribute to the satisfaction of our needs.

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(C) Select a port city such as New Orleans and do maps and reports similar to those suggested above to study international trade. This may include visits and interviews for first-hand information if there is an accessible international port or airport.

OBJECTIVE 5

The student will analyze the process of international trade.

Concepts

Balance of trade, balance of payments, exchange rates

Generalization

International trade requires a method of exchange of payment for trade balances.

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OBJECTIVE 6

The student will examine the principles of comparative and absolute advantage as related to international trade.

Concepts

Comparative advantage, absolute advantage

Generalization

Absolute advantage occurs when a nation can produce for less cost than another. Comparative advantage refers to a condition wherein it is mutually beneficial to trade when the participants specialize in producing the items for which each has greatest relative efficiency.

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OBJECTIVE 7

The student will discuss how various national and international programs or agencies have affected trade between or among nations.

Concepts

International trade

Generalization

In a system, changes in one aspect affect other aspects of the system.

- - - -

*OBJECTIVE 8

The student will describe purposes and results of trade restrictions and trade promotions.

Concepts

Regulation, conflict, compromise

Generalization

Regulation of trade may involve policies to promote trade or to restrict it.

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(B) Prepare and participate in a debate on one of the following:
1. Resolved: That foreign trade stimulates world economy.
2. Resolved: That "Buying American" goods only builds America.

(C) Visit a local store and identify a list of imported goods. Identify from the list those that compete with some domestic product of the same type of item. Consult consumer periodicals that have articles comparing the items and prices. Discuss these interpretations with others.

Identify and investigate instances of efforts toward economic isolation or self-sufficiency by nations. Recount the stories of selected occurrences and the consequences reported.

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V O C A B U L A R Y

SECTION VIII

traditional economy

command economy

market economy

capitalism

socialism

communism

fascism

international specialization

comparative advantage

absolute advantage

balance of trade

exchange rates

tariffs

quotas

foreign currency controls

mixed economy

proletariat

Karl Marx

five-year plan

nationalization

Gosplan

imports

exports

Section IX. Problems, Benefits and Future of the American Free Enterprise System

Overview

Students are to apply and further develop skills, concepts, and understandings of persistent economic problems and issues. They are also to come to appreciate problem solving efforts that have failed as well as those that have succeeded. The American Free Enterprise System is to be understood as a design for resolving certain issues.

This unit is intended to encourage both self-directed and guided studies of problems, achievements, and future potentialities of the American Free Enterprise System. The planning, studying, and communicating skills to be exercised and developed are expected to contribute to the long-range effectiveness of individuals as consumers, producers and citizens.

CONTENT OUTLINE

Section Nine: Problems, Benefits and Future of the American Free Enterprise System (one week)

Unit I. Persistent Issues and Problems
- A. Economic literacy
- B. Economic problem areas
  1. Inflation
  2. Income distribution
  3. Employment
  4. Pollution
  5. Depression
  6. Monopoly
  7. International cartels

Unit II. Benefits and Future
- A. Assessment and comparisons
  1. Individual benefits to consider
     - a. Economic freedoms
     - b. Social freedoms
     - c. Political freedoms
  2. Societal factors to consider
     - a. Compatibility with values
     - b. Compatibility with the social and political system
     - c. Compatibility with goals of the economic system
- F. Future of the American Free Enterprise System
  1. Necessary conditions for economic well being
     - a. Realistic expansion to provide a rising standard of living
     - b. Leadership to help underdeveloped nations help themselves
     - c. Freedom to grow, experiment and improve - dynamism
     - d. Emphasis on the quality of life
     - e. Education to maintain informed, knowledgeable and independent decision-makers among our citizens
  2. Alternative futures

*OBJECTIVE 1

The student will investigate selected economic issues and problems and analyze proposed solutions.

Concepts

Economics, free enterprise system, competition, interdependence

Generalization

As a society moves from a subsistence economy to a surplus economy, the interdependence of segments of the economy is greater. Every market economy experiences periodic fluctuations in its level of economic activity. Markets differ in the extent to which competition prevails.

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(C) Engage in the same exploration and summarizations as described in Activity A. Prepare with readings and, when possible, make contacts with economists to explain the role that the study of economics may play in finding effective, appropriate, and satisfying solutions to economic problems and issues.

(ABC) In class discussions participate in evaluative activities relating to proposed solutions to economic problems and issues. Focus critiques on questions such as: Has this been tried? Does it really get at the problem or issue? Have there been or are there current instances of nations or other units of society trying the recommendation? Note the details and what consequences are associated with various proposals or examples.

OBJECTIVE 2

The student will make informed value judgments about benefits of our economic system as compared with other systems.

Concepts

Values, culture

Generalization

Various criteria exist for comparing political systems, economic systems and social systems. Cultural change is a continuing process affected by invention and borrowing. Change in one facet of a culture brings about change throughout that culture. Each culture has its own moral and spiritual values, which can be compared and contrasted with others.

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(C) Analyze and evaluate sources of information for comparing material and non-material aspects of the benefits under study. Prepare to explain procedures used in developing social and economic indices. Locate and test propositions about relative benefits of selected elements of alternative or competing economic systems - past, present and/or future.

OBJECTIVE 3

The student will investigate alternative futures of the American Free Enterprise System based on possible individual and societal decisions.

Concepts

Free enterprise system

Generalization

The economic system of a society reflects the values and objectives of that society. The fate of American free enterprise is affected by future individual and societal decisions.

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V O C A B U L A R Y

SECTION IX

values

culture

change

interrelationships

compatability

futurism

SAMPLE UNIT

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This sample unit from the eighth grade Louisiana Stuides guide can serve as a model for the American History guide. It contains many of the elements usually associated with a unit lesson plan.

The Louisiana Purchase

I. Overview - The purpose of this unit is to have students become more aware of the intricate negotiations that took place among the countries involved in the sale and transfer of Louisiana to the United States. They should also become familiar with the important persons who were instrumental in concluding the final negotiations of the sale. They should come to realize the vast importance of the purchase to the future greatness of our nation. This unit can be made a most interesting and delightful study dealing with the brilliant personalities, hopes, passions, disappointments and the thrilling incidents that are part of this story.

II. Objectives

A. Generalizations
1. A knowledge of the past is necessary to understand both the present and future events.
2. No historical events have resulted from a single cause.

B. Concepts
1. Geography - location
2. Social organization - social interaction
3. Economic - land
4. Political organization - conflict
5. Historical heritage - cause and effect

C. Skills
1. Locate places on maps and globes
2. Learn to relate the past to the present in the study of change and continuity in human affairs
3. Locate, gather and organize information

III. Procedure

A. The Louisiana Purchase
   1. Napoleon's plans for colonial empire
      a. Delay in occupation of Louisiana
      b. Failure to control West India
   2. Events leading to purchase
      a. Fear by the United States of French domination of Louisiana
      b. Proposal by Madison
      c. Withdrawal of right of deposit
      d. Livingston's and Monroe's negotiations
      e. Need of Napoleon for money and the French offer to sell
      f. Signing of Treaty
   3. Events following the purchase
      a. Opposition in France
      b. Reaction in the United States and Louisiana
   4. Formal transfer of Louisiana from Spain to France to the United States
      a. Pierre Laussat
      b. William C. C. Claiborne

Generalization: No historical events have resulted from a single cause.

Learner Outcome: The student will explain the reasons why the United States wanted to purchase Louisiana.

Activity: Give the students an outline map of North America showing the holdings on the continent by other countries as well as the United States. Ask them to speculate why the United States wanted Louisiana, using the maps for criteria. After they have researched the reasons, ask them to compare their findings with their speculations.

Learner Outcome: The student will list the major events leading to the Louisiana Purchase.

Activity: Ask students to research the activities of Livingston, Monroe, Napoleon, and Jefferson with regard to their diplomatic efforts regarding Louisiana. Have them examine and compare France's efforts and purposes as well as those of the United States. The activity should be concluded by having them state the advantages and disadvantages of the purchase to each country. Ask students to respond to this question: Was the purchase a stroke of American luck or was it a diplomatic victory for France?

Learner Outcome: The student will cite the importance of the Louisiana Purchase to the growth and development of the United States.

Activity: This is an excellent opportunity to involve the students in good map work. Give them outline maps of the United States showing the purchase and have them draw in the states that were eventually developed from this land. Ask them to speculate on the future of the United States if France had maintained control. Have them compare the original cost of the United States with a "ball park" figure of its value today.

IV. Evaluation

While philosophical positions regarding evaluation of student achievement may differ, most educators recognize the significant impact of evaluation on students and its importance to the entire educational process. Evaluation of instructional progress involves a complex set of skills. If not performed properly, evaluation can lead to abuses.

The purpose of this section is to provide information on the evaluation of student progress and to cite examples of various types of evaluation.

The use of pre- and post-tests has gained support in recent years. The pre-test is administered prior to a new unit of study or at the beginning of a course to assess student needs and prior knowledge of the material to be studied. The teacher uses the results to adjust the objectives and the activities in the unit to compensate for student needs.

The post-test is administered at the end of the unit or course to measure progress and achievement. The results are useful in determining mastery of the skills and concepts required and in diagnosing any necessary remediation. It is hoped that the teacher will use the goals and objectives set forth in this guide to develop sets of pre- and post-tests to be administered with each unit of study.

Tests should be carefully constructed so that the type of test and the items on the test measure the students' mastery of what has been taught. Types of tests and test items should be varied to measure all levels of learning from the specific to the more complex and abstract. Students should be provided experience in taking both essay and objective tests. Objective test items should be varied to include multiple choice, fill-in-the-blank, matching, rearrangement, and alternative response.

Evaluation should not be limited to paper and pencil tests. Assigning a student a grade based solely upon test scores leaves a great deal of that student's abilities and talents untapped. Other important techniques to be included in evaluating student achievement and progress are observation of general class participation, group and individual oral reports, written assignments, creative assignments, and participation in activities such as role playing and simulations.

It is important to keep in mind that evaluation should measure what has been taught to determine if a child has met the objectives specified by the teacher. When grades are being determined, consideration should be given to test scores as well as other methods of evaluation. Student grades should reflect the extent of student mastery and should be justifiable. The meaning of the grade should be communicated in some way to both the student and the parents.

Examples:

Multiple Choice:

1. Jefferson felt that the purchase of Louisiana was essential to the welfare of the United States because
   a. The vast territory would enhance the power and prestige of the United States.
   b. He did not want Louisiana to become a British possession.
   c. He was afraid the United States would be hemmed in by foreign powers.
   d. All of the above reasons are correct.

2. Circle as your answer the event which occurred last:
   a. Monroe's mission to France.
   b. Withdrawal of right of deposit.
   c. Transfer of Louisiana to France.

3. Essay:

   The Louisiana Purchase has often been called the greatest real estate deal in history. Discuss this statement and justify your answer by giving specific information. Write in good, clear sentences.

   Tests are an important part of evaluation. However, other means such as observation of students are also important in producing evidence which can be studied and analyzed by teachers in evaluating the growth of pupils.

   Below are listed a few basic rules of test-making:

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   1. Have a clear and concise purpose in mind for the test.
   2. Plan carefully for the test questions.
   3. Make the test parallel the work in class.
   4. Test what you teach.

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V. References

The Louisiana Purchase, Warren Chappel
The Pelican State, E. A. Davis
Our Louisiana Legacy, Henry Dethloff and Allen Begnaud
The Story of the Louisiana Purchase, Virgil Lewis
The Louisiana Purchase, Robert Tallant

Suggested Resources

State Adopted Textbooks and Supplementary Materials

Introduction to Business. Addison Wesley Publishing Company, Inc., P. O. Box 4311, SLU, Hammond, Louisiana 70402.

Free Enterprise in America. Harcourt Brace Jovanovich, Inc., P. O. Box 664, Denham Springs, Louisiana 70726

Free Enterprise and the American Economy. LSU Program in Economic Education, Department of Economics, LSU, Baton Rouge, Louisiana 70803. Attention: Dr. Smith.

Consumer Economic Problems. South-Western Publishing Company, Eight Whitman Drive, Beechwood Townhouse #7, Hammond, Louisiana 70401.

Economics for Everybody. Amsco Publishing Company, 315 Hudson Street, New York, New York 10013. Paperbound (1976), Book No. 251272, Hardbound (1976) No. 251280.

Hard Choices: The American Free Enterprise System at Work, 1st Edition. Aztec Publishing Corporation, P. O. Box 188, Manchaca, Texas 78652. Paperbound (1979) Book No. 251298, Hardbound (1979) Book No. 251306.

Economics Today and Tomorrow. Harper & Row Publishing Company, 2016 Wedgewood Avenue, Alexandria, Louisiana 71301, Book No. 251314.

Free Enterprise - The American Economic System. Laidlaw Brothers, 9865 Chateau Drive, Baton Rouge, Louisiana 70815, Book No. 251322.

Free Enterprise in the United States, 1st Edition. South-Western Publishing Company, Eight Whitman Drive, Beechwood Townhouse #17, Hammond, Louisiana 70401, Book No. 251330.

Getting What You Deserve: A Handbook for the Assertive Consumer. Doubleday, Inc., 501 Franklin Avenue, Garden City, New York 11530, Book No. 251355.

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The Story of Money (The Museum of Discovery). Hayes Books, Inc., 4235 S. Memorial, Tulsa, Oklahoma 74145, Book No. 251363.

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Louisiana Survival. Holt Publishing Company, 2321 Octavia Street, New Orleans, Louisiana 70115, Book No. 251389.

You and Your Community Bank. NOW Corporation, Two Dry Ridge Place, P. O. Box 366, St. Albany, West Virginia 25177, Book No. 68187

You and Your Insurance. NOW Corporation, Two Dry Ridge Place, P. O. Box 366, St. Albany, West Virginia 25177, Book No. 681825.

You and Your Home. NOW Corporation, Two Dry Ridge Place, P. O. Box 366, St. Albany, West Virginia 25177, Book No. 681833.

You and Your Auto. NOW Corporation, Two Dry Ridge Place, P. O. Box 366, St. Albany, West Virginia 25177, Book No. 681841.

You and Your Economy. NOW Corporation, Two Dry Ridge Place, P. O. Box 366, St. Albany, West Virginia 25177, Book No. 681858.

Books

Black Capitalism in Economic Perspective, Courtney Blackman, 1973. Economic Research Department, Irvin Trust Co., 1 Wall Street, New York, N.Y. 10005. Presents the view that black capitalism can make a real contribution to the economic advancement of black Americans. May be difficult for average high school student.

Capitalism and Freedom, Milton Friedman 202 p. The University of Chicago Press, Chicago, Illinois 60637, $2.95. Friedman discusses the relation between economic free and political freedom and the role of government in a free society. He then applies general principles to topics such as the control of money, government in education, occupational licenses, and social welfare measures. Suitable for good high school students.

Capitalism: The Unknown Ideal. Ayn Rand, 1967, 340 p. $1.50, The New American Library, Inc., 1301 Avenue of the Americas, New York, N.Y. 10019. A collection of essays reflecting the point of view of Rand's philosophy of objectivism. Rand argues that complete laissez-faire capitalism is not merely "efficient" but that it is "the only moral system in history." The mixed economy and its defenders are harshly attacked. Suitable for advanced high school students.

Competing Philosophies in American Political Economics, John E. Elliott and John Cownie, Goodyear Publishing Co., Pacific Palisades, California, 1975, 482 pages (paperback). Can be read by advanced high school students. Seventy-four articles presenting a wide range of views, from extreme right to moderate to extreme left, on the American economic system. Genera.

Economic Analysis and Policy, Myron Joseph, Norton Seeber, George L. Bach (editor) Prentice-Hall, Inc., Englewood Cliffs, N.J. 1971, 612 pp. (paperback). A collection of 101 articles dealing with various aspects of the American economic system. Designed for accompanying introductory college Principles of Economics texts, but can be read by advanced high school students. General.

Economics in One Lesson, Henry Hazlitt, 1974. Manor Books, 732 Park Avenue, New York, N.Y. 10016. A well written book intended to help students recognize economic error. Hazlitt argues that the whole of economics can be reduced to a single sentence. "The art of economics consists in looking not merely at the immediate, but at the longer effects of any act of policy; it consists in tracing the consequences of that policy not merely for one group, but for all groups." Suitable for average high school students.

Economic Myth and Reality, Delbert A. Snider. Prentice-Hall, Inc., Englewood Cliffs, N.J. 1965, paperback, 149 pp. A discussion of 16 popular misconceptions about economic concepts to illustrate basic principles of economics. Can be read by good high school students. General.

Economics of Social Issues, Richard Lefkevich and Ansel Sharp, revised edition, 1976, Business Publications, Inc., Dallas, Texas 331 pp., (paperback) with a student workbook and instructor's manual. Discussions of 13 economic problems and issues illustrate basic economic concepts. Suitable for advanced high school students.

Economics of the Free Society, 1963, Wilhelm Ropke, $7.95. Henry Regnery, 180 North Michigan Avenue, Chicago, Illinois 60601. This book, for relatively advanced students, explains the social framework of the free market - one of the few sources for an explanation of the moral and philosophical presuppositions of the market economy. Ropke was one of the architects of the German economic revival after World War II.

Economic Scenes: Theory in Today's World, Prentice-Hall, Englewood Cliffs, N.J., 1976 (paperback). Clever, low-reading level college text covering a limited number of key economic concepts. General.

Free Men and Free Markets, Robert Theobald, Doubleday and Company, New York, 1965, paperback, 183 pp. An examination of the effects of technological change on the American economy and an early statement of the proposal for a guaranteed annual income. For advanced high school students.

Free Market Economics: A Basic Reader, Bettina Bien Greaves, 1975, 286 p. $6.00. The Foundation for Economic Education, Inc., Irvington-On-Hudson, New York, N.Y. 10533. A collection of articles explaining the free enterprise system. Most of the articles first appeared in The Freeman, a publication available from FEE. The authors are defenders of the free market and oppose most forms of government intervention. Suitable for good high school students. General.

Free Market Economics: A Syllabus, Bettina B. Greaves, 1975, $6.00, The Foundation for Economic Education, Inc., Irvington-On-Hudson, New York, N.Y. 10533. This syllabus is intended to help teachers of high school economics explain principles in the classroom. The material is arranged in three parts, each including several units dealing with major subject areas. Each unit consists of (1) descriptions of various suggested activities to illustrate and dramatize the one presented, (2) an explanatory text, (3) a list of the significant terms used in that unit which are defined in the glossary, and (4) a short list of recommended readings. General.

Global Companies - The Political Economy of Work Business, George Bull, editor, 1975, 179 pp. (paperback) $2.95. Prentice-Hall, Inc., Englewood Cliffs, New Jersey. Series of articles which examines the controversy surrounding the expansion of multi-national corporations.

Humane Economy: The Social Framework of a Free Society, 1960, Wilhelm Ropke. Henry Regnery, 180 North Michigan Avenue, Chicago, Illinois 60601. $2.95. This book, for relatively advanced students, explains the social framework of the free market - one of the few sources for an explanation of the moral and philosophical presuppositions of the market economy. Ropke was one of the architects of the German economic revival after World War II.

Labor and the National Economy, William Bowen and Orley Ashenfelter, (ed.) W. W. Norton, New York, N..Y., 1975, 206 pp. Fifteen articles dealing with various aspects of manpower problems and programs and the role of unions and collective bargaining. Appropriate for average high school students.

Monopoly Capital: An Essay on the American Economic and Social Order, Paul Baran and Paul Sweezy, Modern Reader Paperbacks, New York, 1966, paperback, 401 pp. $3.95. A critical analysis of modern American capitalism by leading American representatives of Marxism economic thought. For advanced high school students. General.

Planning for Freedom, Ludwig Von Mises, 1974, $3.00. Libertarian Press, P. O. Box 218, 366 East 16th Street, South Holland, Illinois 60473. Mises, an extreme advocate of laisseze-faire, presents his theory that government intervention often leads to the necessity for further intervention which finally leads to socialism. Keynenias economics is criticized. Inflation and price controls are discussed. There is an excellent chaper on the nature of profit and loss. Suitable for good high school students.

Power and Market, Murray N. Rothbard, 1970, 224 pp. ($4.95). Institute for Humane Studies, Menlo Park, California. Murray Rothbard is a libertarian anarchist. In the first chapter, he argues that even police protection could be left to voluntary exchange and that government is an unnecessary evil. Chapters 2 through 5 provide a complete catalogue of government interventions and lively imaginative critiques of each. Chapter 6 is a critique of "antimarket ethics" and includes a very valuable discussion of human rights and property rights. Suitable for good high school students.

Social Responsibility and The Business Predicament, James McKie (editor). Brookings Institution, 1755 Massachusetts Avenue, N.W. Washington, D.C. 20036, 1974, 361 pages (paperback). A series of articles dealing with the controversial question of business responsibility in the American economy.

Superheroes of Marcoeconomics, Follett Publishing Company, Chicago, 1976, 70 pp., teacher guide also available. In a clever comic book form, the book presents various points of view concerning problems of economic stability and alternative stabilization policies. Appropriate for average high school students.

The Affluent Society, John Kenneth Galbraith, New American Library, N.Y. 1964, 286 pp. This critical analysis of the nature of modern American capitalism became a popular best seller. Galbraith argues that many of the economic precepts that were developed to deal with conditions of widespread poverty may not be applicable to a wealthy, highly industrialized economy. Appropriate for good high school students. General.

The Economics of Public Issues, 3rd Edition, Douglas C. North and Roger LeRoy Miller, Harper and Row, New York, 1976, 179 pp. (paperback), with instructor's manual. Brief discussions of 32 economic problems and issues illustrating basic economic concenpts. Suitable for average high school students.

The Enterprising American, John Chamberlain, 1963. Harper and Row, 49 East 33rd Street, New York, N.Y., $10.00. A business history of the United States. Would help students see the free enterprise system in historical perspective.

The Market System: Does it Work?, James B. O'Neill, Dow Jones and Co., Inc., 1975. Games, newspaper articles and readings are used to illustrate basic economic concepts for the high school student. A student and teacher's edition are included.

The New Industrial State, John Kenneth Galbraith, Houghton Mifflin Co., Baton Rouge, La., 1969, paperback, 427 pp. An analysis of modern American capitalism stressing the problems of concentrations by economic power. Appropriate for advanced high school students. General.

The Road to Serfdom, Freidrich A. Hayek, 248 pp., Phoenix Books, The University of Chicago, Chicago, Illinois 60637. This book, which appeared first in 1944, was a classic argument against "social planning" and increased government intervention into economic affairs. Hayek argues that political freedom cannot be maintained without economic freedom and "social planning" is incompatible. Suitable for good high school students. $3.25.

The Unions: Structure, Development, and Management, Martin Estey, Harcourt, Brace, Jovanovich, Inc., New York, 1976, 130 pp. Appropriate for good high school students. Discusses labor history in the United States, the role and behavior of unions, and recent development of associations of professional workers.

There's No Such Thing as A Free Lunch, Milton Friedman, 1975, 205 pp., Open Court, LaSalle, Illinois. A collection of articles by Nobel prize winning economist Milton Friedman which appeared originally in Newsweek. Each article is a brief, clear, discussion of a contemporary economic problem. Suitable for advanced high school students.

U.S. Economy, John Davenport, Henry Regnery, 180 North Michigan Avenue, Chicago, Illinois, 1965. A well-written book which could be read by average high school students. Covers in brief form most of the topics on the outline. $.75.

View on Capitalism, Richard Romano and Melvin Leimar, Blenco Press, 1975. Reading book which contains controversial materials on capitalism from the conservative, liberal and radical points of view. Recommended for more advanced students.

Pamphlets

How We Organize To Do Business in America, American Institute of Cooperation, Pamphlet, 1973, 29 pp. A simple explanation of individual proprietorships, partnerships, corporations, and cooperative corporations--how they are organized and their relative importance in various industries. Appropriate for average high school students.

Imprints, Hillsdale College, Business Office, Hillsdale, Michigan 49442. "Imprints" are short, pamphlet size publications made available by the Center for Constructive Alternatives, Hillsdale College, Hillsdale, Michigan. One copy of any single issue is free; multiple copies including any combination of single issues cost 15 cents each for printing, plus postage (1-5 issues $.25 postage; 6-10 issues $.35; 11-25 issues $.55; 26-50 issues $1.30; 51-100 issues $1.90). Reprints include: John Davenport, "The Market and Human Values"; W. Philip Gramm, "Inflation: Its Cause and Cure"; Arthur Shenfield, "Must We Abolish the State?"; Arthur Shenfield, "Consumerism"; Benjamin Rogge, "Will Capitalism Survive?".

Our Economic System: Essays and Teachers Guides, Sally R. Campbell, Compiler and Editor, Sears, Roebuck and Company, 1976. Consumer Information Services, Dept. 703, Public Relations, Sears Roebuck and Co., Chicago, Illinois 60684. The essays in this booklet are reprints of 12 three-page advertisements sponsored by The Business Roundtable which appeared each month from February 1975 to January 1976, in the Reader's Digest. The accompanying Teacher Guides are designed to help educators interpret and expand the essays and broaden the student understanding of the role of business in our economic system. Permission is granted to educational institutions to reproduce the essays for classroom instructional purposes.

Audiovisual

America: The Super Market, The Law and Economics Center, University of Miami School of Law, P. O. Box 248000, Coral Gables, Florida 33124. A set of 20 half-hour TV video cassettes (3/4" tape) which requires video cassette tape playback units to be played. This series on the American System was produced for NBC-owned stations by KNBC, Los Angeles, under the auspices of Dr. Henry Manne and Dr. Roger LeRoy Miller, University of Miami Law and Economics Center. They may be ordered either as a set or individually. They may also be rented at $15.00 per tape. Individual tapes include "Business Firms," "Competition and Monopoly," "Corporate Social Repsonsibility," "Profits," "Stocks and Bonds," "Consumerism," "Ecology," "Energy," "The Role of Government," "Price Controls," etc.

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American Enterprise, Modern Talking Picture Service, 2823 New Hyde Park Road, New Hyde Park, N.Y. 11040. A series of five half-hour free-loan films plus a ten-minute introductory film featuring William Shatner, star of TV's "Star Trek." The series examines our economic heritage from different viewpoints: "Land"; "Government." Each film is supplemented by a free educational kit consisting of a 14-page discussion guide, full-color poster, and four spirit master student projects. General.

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"Economics and the American Dream," Newsweek, Newsweek Educational Division, 44 Madison Avenue, New York, N.Y. 10022. A multimedia kit including three filmstrips with records or cassettes covering three major tpics: Our Economic Heritage, Contemporary Capitalism, and the Future of Capitalism. Also includes two case studies with teachers guides and spirit masters for student matierials on "Economics and the American Dream" and "The Government's Role." General but especially 1, 2 and 7.

The Intercollegiate Studies Institute, Midwestern Office, 3231 N. Meridian Street, Suite 63, Indianapolis, Indiana 46208. Video-cassette lectures on the American Economic System. Includes among others, "Overview of Economic Principles," "Elements of Money and Banking," "The Flowering of Enterprise," "The Philosophic Framework of the Free Market," and others. (These lectures are from ISI's "Role of Business in Society" program and would be appropriate for advanced students in senior high school.) Each lecture is 50 minutes to an hour in length. They may be borrowed on a complimentary basis for two weeks if notification is given three weeks before you would need to use them. They may also be purchased either in cassette or reel form for $37.00 each.

Economic Topics Filmstrips, Joint council on Economic Education: Economic Topics Filmstrips based on the Economic Topics series have been produced by Teaching Resources Films in cooperation with the Joint Council. Available individually or series sets of six. Series A (No. 241), complete set of following six filmstrips, with six records, $82.00, with six cassettes, $85.00:

THE ECONOMICS OF PROFESSIONAL TEAM SPORTS.
THE ECONOMICS OF THE ENERGY PROBLEM.
THE ECONOMICS OF HEALTH CARE.
THE ECONOMICS OF FOOD SUPPLY.
THE ECONOMICS OF PRODUCTIVITY.
THE ECONOMICS OF YOUTH UNEMPLOYMENT.

Series B (No. 171), complete set of following six filmstrips, with three records, $82.00; with three cassettes, $85.00:

THE ECONOMICS OF POVERTY AND RACIAL DISCRIMINATION.
THE ECONOMICS OF THE OCEANS.
THE ECONOMICS OF CRIME.
THE ECONOMICS OF POLLUTION.
ECONOMIC STABILIZATION POLICIES.
THE ECONOMICS OF TAXATION.

"The Kingdom of Mocha", Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, New York 11040. A 26-minute animated film produced by Standard Oil (Indiana) which is intended to explain the nature and mechanisms of the market economic system. Developed for students in grades 7-12, the total packet also offers suggested lesson plans, spirit masters, and tests, all of which can be easily used by teachers with little or no background in economics. To schedule a showing of the FREE film, write to above address. For teaching aids and materials to accompany and supplement the film, write: Teaching Aids, The Kingdom of Mocha, P.O. Box 5910-A, MC 3705, Dayton, Ohio 45414.

The People on Market Street, Foundation for Research in Economics and Education, 1100 Glendon Avenue, Suite 1625, Los Angeles, California 90024. A comprehensive and integrated set of materials--films, teachers' guides, and student workbooks--aimed specifically for the high school level. Designed to give an understanding of "how a free enterprise system functions" the materials will stress "objective, non-normative economic analysis, rather than advocacy of any particular point of view." The series will consist of two groups of films: first, an initial core sequence of seven films; second, a topics sequence of approximately ten films. The films are prepared by an internationally known group of economists and the Walt Disney Educational Media Company. For information about prices and availability write to: Walt Disney Educational Media Company, 500 South Buena Vista Street, Burbank, California 91521.

The Spirit of '76: Private Enterprise, Interstate School Supply Company, P.O. Box 3358, 1835 River Road North, Baton Rouge, La. 70821. The Kit is comprised of 3 cassettes, Teacher's Manual, 31 Student Workbooks, and 31 copies of "How We Live" by Clark and Rimanoczy. It is one part of a three-part Bicentennial Multi-Media Minicourse; the other two parts are devoted to the Declaration of Independence and the Constitution. For all three kits the price is $125; the price for the Private Enterprise System Kit alone is $50.00.

What Is Economics?, Guidance Associates, 757 Third Avenue, New York, N.Y. 10017. Two filmstrips which introduce basic economic concepts and problems. Suitable for average high school students. About $50. Guidance Associates has a series of filmstrips which relate to economics and specific economic topics and problems. Write to above address. General.

Organizations

"The National Economy Quiz," Aetna Life and Casualty Co., Hartford, Connecticut 06156. - Film Librarian, Public Relations and Advertising. A color film presented by Aetna Life and Casualty in cooperation with the Joint Council on Economic Education. Suitable for high school students. The National Economy Quiz is designed to develop the viewer's understanding of basic economic principles and to analyze the individual's role in America's economic system. Presented in the form of a quiz. The film explores key elements in the American economy, 16 mm prints or 3/4-inch U-Matic videotape cassettes of the color film are available for free loan or may be purchased.

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American Bankers Association, Banking Education Committee, The American Bankers Association, 1120 Connecticut Avenue, N.W., Washington, D.C. 20006. Free materials that are available for high school students include "The Story of American Banking," "Using Banking Services," "Money and You," "Your Money and Prosperity," and "A Guide to Consumer Credit," ABA Film Guide. Contains listing and brief descriptions of films covering a wide range of topics. For general use.

American Enterprise Institute, 1150 Seventeenth Street, N.W., Washington, D.C. 20036. An independent, nonprofit, nonpartisan organization which issues research and pamphlets (not available free of charge) on all questions of public policy, proposed current legislation, and longer-run economic issues. They also prepare each year debate guidebooks for high school students.

American Stock Exchange, 86 Trinity Place, New York, N.Y. 10006. Free materials are available that are suitable for high school students, including "Markets for Millions: The Role and Function of a Stock Exchange in the National Economy," and "Journey Through a Stock Exchange" (comic book form).

Brookings Institution, An independent organization devoted to non-partisan research, education, and publication in economics and related areas. Most studies appropriate only for good high school students. No free publications. Arthur Akun, Equality and Efficiency - The Big Trade-off, 1975, 124 pages (paperback). Explores conflicts that arise when society tries to reduce inequality and improve economic efficiency.

Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20062. Color 12 minute slide presentations: "Profits at Work," "Business Means Business About Ecology," "Money Matters," "The Promise of Productivity." These interesting four slide presentations are part of a CCUS project entitled: "Economics for Young Americans." Presented in an easy-to-understand manner, each subject is handled in a way made interesting to students in grades 10-12. Each consists of from 60 to 75 color slides and accompanying dialogue. Little or no economic background is necessary to appreciate the presentations. Available for sale only. Complete kit: $50 for one - two or more $35 each. Other films on free enterprise and the American economic system are available through the U.S. Chamber of Commerce, Washington, D.C. Write for a free catalogue.

Conference on Economic Progress, 2610 Upton Street, N.W., Washington, D.C. 20008. A non-profit, non-political organization engaged in economic research, education, and publications of studies related to economic problems. Studies often represent point of view that government should take more direct and active role in American economy. Leon Keyserling, Wages, Prices, and Profits, 1971, 88 pages (paperback) $1.00. A discussion of wage and price controls and guidelines, suitable for high school students.

Cost of Living Council, Washington, D.C. 20508. Free materials are available that are suitable for high school students including "Inflation: On Prices and Wages and Running Amok-Readings" (complete teaching unit).

Dun and Bradstreet, Inc., 99 Church Street, New York, N.Y. 10007. Free materials are available that are suitable for high school students, including "Growth of the Credit Function," "The Pitfalls of Managing a Small Business," and "How to Build Profits by Controlling Costs."

Exxon U.S.A. A quarterly magazine produced by Exxon Co., U.S.A. Frequently contains articles on economic topics suitable for high school students, such as "The Question of Liberty in America" (Third Quarter, 1975), "How Profit Puts a Tiger in Your Tank--And a T-Bone in Your Tummy" (Second Quarter, 1975), "Dismemberment is Economic Malpractice" (Second Quarter, 1976), and "The Origins of Enterprise in America" (Third Quarter, 1976). General.

Foundation for Economic Education, A non-profit foundation dedicated to the free market in its most pure form and opposed to most forms of government activity. Publishes The Freemen, monthly, available free. Contains brief, easily readable, non-technical articles expounding their free market philosophy. Also sends a catalogue of materials which can be ordered including such free market economists as Hayek, Mises, Friedman, Rothbard, Hazlitt and others. They have also prepared two books for the use of high school students. Free Market Economics: A Syllabus, 1975, Bettina Bien Greaves, $6.00.

Institute of Life Insurance, 277 Park Avenue, New York, N.Y. 10017. Free materials are available that are suitable for high school students, including "The Family Money Manager," "Making the Most of Your Money," "The Search for Economic Security."

John P. Farrell, Center for Economic Education. (Oregon State University.) Oregon Division of Continuing Education, 1633 SW Park Avenue, Portland, Oregon 97207. Selected Films for Economic Education. Contains extensive listings by category, and brief summary of films covering a wide range of topics. General.

Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036. An independent, non-profit, nonpartisan educational organization. Financial support comes from foundations, business, organized labor, farm groups, and individuals. Generally considered the leading organization for economic education in the nation. A checklist order form is published periodically which lists all materials available and their prices. A partial list of relevant materials follows:

Economic Concepts. A resource guide for teachers of Grades 7-9. Prepared specifically to aid in identifying and locating important economic concepts that are contained in the vast array of teaching materials and texts available in economic education and how these concepts might be taught. Concept listings include: grade level, source in which it is located, author or publisher, a brief summation of it, and page listing. Prepared by Center for Economic Education, Unversity of South Dakota. 1975, 41 pp. (No. 220), $3.75.

Economic Concepts. A resource guide for teachers of Grades 10-12. Prepared specifically to aid in identifying and locating important economic concepts that are contained in the vast array of teaching materials and texts available in economic education and how these concepts might be taught. Concept listings include: grade level, source in which it is located, author or publisher, a brief summation of it, and page listing. Prepared by Center for Economic Education, University of South Dakota, 1975, 120 pp. (No. 221), $4.50.

Economic Education in the Schools. Explains what economics is and what it is not. Argues for economics by analysis rather than by absorption of miscellaneous and unrelated data. Outlines what economics should be taught in the schools. Report of National Task Force on Economic Education, 1961, 78 pp. (No. 10), $2.00.

Audiovisual Materials for Teaching Economics. Report of the Montclair State College Audiovisual Evaluation Committee to the Joint Council. An annotated bibliography of selected audiovisual materials in economic education K-12. Includes a discussion of the evaluation process used by the Committee, an overview of "The State of the Art" in the field of audiovisual materials production, and a listing of publishers and distributors. Excellent reference for teachers, media center directors, and librarians. Updates 1969 report. By Sidney J. Kronish, 1972, 56 pp. (Nol 181), $2.00.

Educational Games and Simulations in Economics. 2nd revised and expanded edition. Includes a listing of 130 games for use at the elementary and secondary levels; articles on constructing, selection and using simulation games; an annotated bibliography of articles and references related to the use of games; and names and addresses of published bibliographies, journals and newsletters, and distributors and publishers. By Darrell R. Lewis, Donald Wentworth, Robert Reinke and William E. Becker, Jr., 1974, 134 pp. (No. 215), $4.00.

Suggestions for a Basic Economics Library. All-new, fifth edition. A step-by-step purchasing approach outlines five successive priorities in building an economics library, each costing approximately $50.00. The guide also recommends "exploratory and creative buying" as opposed to buying under an opportunity cost principle. Includes an annotated bibliography of 280 titles divided into ten categories, and enhances its usefulness by an Index of Authors and Index by Priorities (titles). By Laurence E. Leamer and George G. Dawson, 1973, 72 pp. (No. 199), $4.00.

Other titles are:

Teaching Personal Economics in the Social Studies Curriculum, U.S. Economic History, and Government and the Economy.

Money Management Institute of Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601. Money Management Booklet Library - A series of 12 booklets dealing with consumer expenditures. The titles in the series include: "Reaching Your Financial Goals," "It's Your Credit - Manage It Wisely," "Children's Spending," "Your Food Dollar," "Your Home Furnishings Dollar," "Your Clothing Dollar," "Your Housing Dollar," "Your Equipment Dollar," "Your Shopping Dollar," "Your Automobile Dollar," "Your Health and Recreation Dollar," and "Your Savings and Investment Dollar." Suitable for high school students. Individual booklets are sold for $.35, or all 12 booklets are sold in a boxed set for $3.50. A set of five related filmstrips with study guides is also available for $15, or individual filmstrips may be purchased.

New York Stock Exchange, Educational Service, The New York Stock Exchange, 11 Wall Street, New York, N.Y. 10005. Free materials are available that are suitable for high school students, including "You and the Investment World" (a complete teaching unit).

National Federation of Independent Business, Director of Education, National Federation of Business, 150 W. 20th Avenue, San Mateo, California 94403. Free materials are available that are suitable for high school students in a variety of areas.

Phillips Petroleum Company, Public Relations, 403 Phillips Building, Bartlesville, Oklahoma 74004. "About the Declaration of Independence--200 Years of Freedom." "Speak Out for American Business" (G. C. Meese) 8. "Who Ripped Off the Public" (M. T. Halbouty) "Free Enterprise: A Casualty of the Energy Crisis?" 9. "Sounds in the Forest" (W. F. Martin) 10. "That's What America is all About." Phillips Petroleum Company - Special Education - 1974 Annual Report - 36. Selling 66 - Double Issue 1976 - Two and Three. "The Profit Pendulum" - 12. "Strangulation by Regulation" 24. "Are You Being Retreaded?"

Resources for the Future, Inc., 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036. A non-profit corporation for research and education in the development, conservation, and use of natural resources and the improvement of the quality of the environment. Single copies without charge. An example of a recent study is: John Drutilla and R. Talbot Page, "Towards a Responsible Energy Policy," 1975, 22 pp. (reprinted article). Above address.

Tax Foundation, Inc., 50 Rockefeller Plaze, New York, N.Y. 10020. A private, non-profit organization which engages in non-partisan research and public education on fiscal and management aspects of government. Facts and Figures on Government Finance, 18th Biennial edition, 1975 (paperback), 288 pages, $5.00. Extensive compilation of data on revenues and expenditures at all levels of government. Little verbal description. The Financial Outlook for State and Local Governments to 1980, 1973, 116 pp. (paperback) $2.50. Appropriate for advanced high school students only.

The American Assembly, A national, non-partisan education institution which holds meetings of national leaders and publishes books to illuminate issues of United States policy. For advanced high school students only. No free materials. Lloyd Ulman (editor), Challenges to Collective Bargaining, 1967, 180 pp. (paperback) $.95. Series of articles discussing various aspects of collective bargaining. Alan Campbell (editor), The States and the Urban Crisis, 1970, 215 pp. (paperback) $2.95. Series of articles dealing with response of state governments to metropolitan needs.

The American Economic Foundation, 51 E. 42nd Street, NYC, NY 10017. "Is Free Enterprise Failing America?" $.05 each. "Can the Hungry Nations Match Our Miracle?" $.05 each. "Fallacies We Live By," How is Your Economic IQ?" "Ten Pillars of Economic Wisdom," "Help Us to Give All Young Americans an Economic Head Start."

The AFL-CIO, 815 16th Street, N.W., Washington, D.C. 20006. Will provide free material concerning labor organizations and the AFL-CIO's position on public-policy issues. Educators who request information from the AFL-CIO will receive a packet including such items as: Films for Labor, a catalog of films that can be rented for nominal fees. Collective Bargaining: Democracy on the Job, a 30-page pamphlet. This is the AFL-CIO, a 24-page pamphlet. Why Unions, a 14-page pamphlet. Reprinted aricles from recent issues of The American Federationist, a monthly magazine published by the AFL-CIO. All of these materials are appropriate for average high school students.

The Educational Service Bureau of Dow Jones & Co., Inc., 1974-75. List of Free Materials Available to Educators, P. O. Box 300, Princeton, N.Y. 08540. Most comprehensive list of free materials available to educators. General.

Toward Better Understanding of Advertising, The Proctor and Gamble Co., P. O. Box 599, Cincinnati, Ohio 45201. A free teaching unit designed by Proctor and Gamble and using their advertisements designed to stimulate students to gain a more positive enterprise system.

World Research, Inc., 11722 Sorrento Valley Road, San Diego, California 92121. "The Incredible Bread Machine": A libertarian approach to the free market which is provocative and controversial. Teachers may wish to preview the material before showing it to the students. "The Incredible Bread Machine" materials:

The Poem on film - five minutes	$15 rental to educators
16 mm., color/sound	$75 purchase to educators
The Student Version film - 30 minutes -	$25 rental to educators
16 mm., color/sound	$75 purchase to educators
The Adult Version film - 60 minutes -	$40 rental to educators
16 mm., color/sound	$400 purchase to educators

The paperback book - $1.95 separate - Book and topic guides
The 12 topic guides set - $5.00 separate - comes free with any film.

Evaluative Techniques

Purposes of evaluation in the social studies program are to improve curriculum, instruction, and learning. Each program and course should have an overall evaluation design encompassing the full array of goals and objectives. Evaluation requires more than testing, marking papers, and filling out report cards. The design, for instance, may include plans for evaluation of a textbook, a film, an activity, or even an examination item. In addition, some important evaluative information about affective development or side-effects of classroom activities may be inappropriate for use in grading pupils but crucial to improving instruction. Instruments and procedures for use in evaluation include observation checklists, rating scales, and questionnaires. There is also a wide variety of examination forms and types of questions from which one may choose.

Any major change in courses and programs should be accompanied by corresponding changes in the evaluation design. As the study and thinking habits of students are to some extent geared to the testing and reporting methods used by the teacher, the design of examinations and choice of test items should be as deliberately chosen as teaching methods and materials. It is extraordinarily difficult to keep students vitally involved in considerations of contemporary affairs, observations of relationships, and empathetic caring about other persons and civic decision-making when they are anticipating immediate success or failure to depend upon ability recall of huge quantities of item details on an examination. Clearly, there needs to be an alignment of objectives, content, teaching methods, and testing.

The essay item is admirably suited to testing ability to reason, organize, and write effectively. The scoring difficulties may be somewhat ameliorated by describing the nature and scope of responses desired.

Example: In a page or two essay discuss the G.I. Bill. Include information about time, numbers and persons involved to emphasize the long-range political, economic, and social consequences.

Example: Write a three-page bibliographic essay. Include works with contrasting interpretations of the Lyndon B. Johnson administration. Defend your choice among the positions developed by the authors included.

Short answer questions tend to be more limited in the depth of responses elicited but expand the scope of the sampling of items that can be included in a single examination.

Example: Identify each of the following persons in a paragraph or less:

1. Wendell Wilkie
2. John Jacob Astor
3. Marion Anderson
4. Eleanor Roosevelt

Example: Briefly describe the characteristics of a market economy.

Example: Define and contrast the functions of the legislative, executive and judicial branches of government.

Most teachers are familiar with a variety of "easy scoring" types of test items. These can vary in levels of complexity and, when carefully and skillfully framed, can assess achievement of a considerable range of objectives. Bloom's Taxonomy, which is referenced at the end of this section of the guide, provides a collection of examples to assist in developing skill in matching items and levels of objectives. Objective test items need not be limited to trivial item-detail recall. For example, objective multiple choice items may be developed so that to some extent "why" rather than simply "who, what, where, and when" responses may be required.

Example: Thomas Jefferson advocated the purchase of Louisiana because:

_____1. The vast territory would enhance the power and prestige of the United States.
_____2. He did not want Louisiana to become a British possession.
_____3. He was afraid the United States would be hemmed in by foreign powers.
_____4. All of the above.

Questions like the above may be made to require higher levels of thought by pairing with other instruction such as: State reasons or cite evidence that would support your choice. This could be made into a "DBQ" (Documented Based Question). Access to references to be used in developing a response is an important feature of this type of test item.

Questions about chronology are essential to history examinations and aspects of tests in other social studies courses. They may serve to enhance development of a sense of history and to remind students that focusing upon chronological sequences is one way of understanding the world in which we live. Such questions can be organized in various ways.

Example: Place the letter of the event which occurred last in spaces provided for each of the following:

_____1. (a) Battle of New Orleans
(b) Treaty of Ghent
(c) Capture of Washington, D.C

_____2. (a) Surrender of New Orleans
(b) Burning of the State Capitol
(c) Battle of Mansfield

Example: Select and place beside the listed events the letter of the period that shows when the listed events occurred.

(a) 1560-1700, (b) 1700-1750, (c) 1750-1800, (d) 1800-1850

_____1. Crozat's grant
_____2. Louisiana Purchase
_____3. Founding of Fort Maurepas
_____4. Louisiana transferred to Spain
_____5. Donaldsonville became the Capital of Louisiana

In the evaluation of geographic concepts, the use of "map-correlation" questions is appropriate. With this type of test item the pupil has before him a map or maps and questions to be answered. Duplicated, textbook, or other maps may be used.

Example: Look at the reference map(s) and respond to the following by placing the letter of the correct responses in the spaces provided.

_____1. Which area is hilly? (a) Claiborne Parish, (b) Cameron Parish, (c) East Baton Rouge Parish, (d) Lafayette Parish.
_____2. Which area has climate most suitable for growing wheat? (a) Mississippi, (b) Florida, (c) Kansas, (d) Massachusetts.
_____3. Which one has the densest population? (a) Maine, (b) Wyoming, (c) Pennsylvania, (d) Louisiana.

Example: Look at the reference map(s) and respond to the following:

1. Mark the portion of the outline map to show where you would most likely find hardwood forests.

2. Where would you most likely find the locations of old antebellum plantation homes? Why were they located as they were?

3. Why are Monroe, Shreveport, Baton Rouge and New Orleans manufacturing centers?

If there is a clearly thought-out overall evaluation design and if a variety of types of instruments and examination items are used, pupil skills and understandings of the flow of events, of cause and effect relationships, and of the "how" and "why" of social studies materials can be more effectively represented.

The bibliography of this section suggests some references that include many interesting examples of types of examination items for clearly identified objectives. They are of a variety which may serve as a stimulus to the creative potential of social studies teachers and aid in developing tests that measure what is intended with validity and reliability.

Suggested References:

Berg, Harry D. (ed.). Evaluation in the Social Studies, Washington, D.C.: National Council for the Social Studies, 1965.

This yearbook is a basic reference work that would be a most useful part of the professional "working library" of all social studies teachers.

Bloom, Benhamin S. (ed.). Taxonomy of Educational Objectives: Cognitive Domain. New York: David McKay, 1956.

This reference work includes a collection of test item examples at several levels of recall as well as levels of comprehension, application, analysis, synthesis and evaluation. It is a major reference used by professional test makers and an invaluable tool in improvement of teacher made tests.

Buros, Oscar K. (ed.). Social Studies Tests and Reviews. Highland Park, New Jersey: Gryphon, 1975.

This volume includes a collection of reviews of standardized social studies examinations. Subsequent publications can be found in the Mental Measurements Yearbook and in Tests in Print.

Krathwohl, David (ed.). Taxonomy of Educational Objectives: Affective Domain. New York: David MaKay, 1964.

Like Bloom's Taxonomy (Cognitive Domain) this reference is a collection of test item examples keyed to an array of intermediate level objectives. Both volumes were developed under the aegis of American Educational Research Association (AERA). They are basic works for the educator and of immense practical potential.

Kurfman, Dana G. (ed.). Developing Decision-Making Skills. 47th Yearbook. Arlington, Virginia: National Council for the Social Studies, 1977.

Chapter 8 of this yearbook, entitled "A Model and Suggestions for Evaluating Decision Skills," contains an array of useful examples. Students may even be involved in using this volume to learn by helping write test items using the models provided.

Morse, Horace T. and McCune, George H. Selected Items for Testing of Study Skills and Critical Thinking. Washington, D.C.: National Council for the Social Studies, 1964.

This bulletin contains a plethora of sample items at various levels. It is likely to be a stimulating reference for creating more pertinent and worthwhile examinations.

National Council for the Social Studies. "How To...." Series, Washington, D.C.: National Council for the Social Studies.

These six to eight-page practical guides to many classroom tasks include a number useful in writing test items. For example, Number 22 "How to Develop Time and Chronological Concepts," Number 4 "Using Questions in Social Studies," and Number 24 "How to Ask Questions" are especially pertinent.

Social Education, Official Journal of the National Council for the Social Studies, Special Issue. Volume 40, Number 7, November-December, 1976.

This special issue of Social Education entitled "Testing in Social Studies: Practical Ideas for Classroom Teachers" provides arrays of test item examples by subject areas. It also has selections on standardized tests and on designing tests with multi-ethnic components.

APPENDIX

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
I. Reading social studies materials at appropriate grade level	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Understand an increasing number of social studies terms	*	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
B. Learn abbreviations commonly used in social studies materials	*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **
II. Applying problem-solving and critical thinking skills to social issues at appropriate grade													
A. Recognize that a problem exists	*	**	**	**	**	** **	** **	** **	** **	** **	** **	** **	** **
B. Define the problem for study	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Review known information about the problem		*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **
D. Plan how to study the problem		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
E. Locate, gather and organize information					*	**	**	** **	** **	** **	** **	** **	** **
F. Summarize and draw tentative conclusions					*	**	**	***	** **	** **	** **	** **	** **
G. Recognize the need to change conclusions when new information warrants		*	**	**	**	**	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Recognize areas for further study	*	**	**	**	**	**	**	**	***	**	**	**	**
I. Use problem-solving techniques by meeting personal and social problems		*	*	*	*	*	*	**	**	***	**	**	**
III. Interpreting maps and globes													
A. Orient the map and note directions													
1. Use cardinal direction in classroom and neighborhood		*	**	**	***	**	**	**	**	**	**	**	**
2. Use intermediate directions, as southeast, northwest				*	**	***	**	**	**	**	**	**	**
3. Use cardinal directions and intermediate directions in working with maps				*	**	***	**	**	**	**	**	**	**
4. Use relative terms of location and directions, as near, far, above, below, up, down	*	**	***	**	**	**	**	**	**	**	**	**	**
5. Understand that north is toward the North Pole and south toward the South Pole			*	**	**	***	**	**	**	**	**	**	**
6. Understand the use of the compass for direction					*	**	***	**	**	**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Use the north arrow on the map				*	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
8. Orient desk outline, textbook and atlas maps correctly to the north					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
9. Use parallels and meridians in determining direction					*	**	**	***	**	**	**	**	**
									**	**	**	**	**
10. Use different map projections to learn how the pattern of meridians and that of parallels differ					*	*	*	**	***	**	**	**	**
										**	**	**	**
11. Construct simple maps which are properly oriented as to direction			*	**	**	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
B. Locate places on maps and globes													
1. Recognize the home city and state on a map of the United States and a globe			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
2. Recognize land and water masses on a globe and on a variety of maps		*	**	***	**	**	**	**	**	**	**	**	**
					**	**	**	**	**	**	**	**	**
3. Identify on a globe and on a map of the world, the equator, continents, oceans, large islands			*	**	***	**	**	**	**	**	**	**	**
						**	**	**	**	**	**	**	**
4. Use a highway map for locating places by number-and-key system; plan a trip using distance, direction and locations					*	*	*	**	***	**	**	**	**
										**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Relate low latitudes to the equator and high latitudes to the polar areas				*	**	**	***	** **	** **	** **	** **	** **	** **
6. Interpret abbreviations commonly found on maps			*	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use map vocabulary and key accurately			*	**	**	***	** **	** **	** **	** **	** **	** **	** **
8. Use longitude and latitude in locating places on wall maps					*	**	***	** **	** **	** **	** **	** **	** **
9. Use an atlas to locate places					*	**	**	***	** **	** **	** **	** **	** **
10. Identify the time zones of the United States and relate them to longitude					*	**	**	***	** **	** **	** **	** **	** **
11. Understand the reason for the International Date Line, and compute time problems of international travel								*	**	**	***	** **	** **
12. Consult two or more maps to gather information about the same area					*	**	***	***	** **	** **	** **	** **	** **
13. Recognize location of major cities of the world with respect to their physical setting				*	**	**	***	** **	** **	** **	** **	** **	** **
14. Trace routes of travel by different means of transportation			*	**	**	***	** **	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
15. Develop a visual image of major countries, land forms, and other map pattern studies			*	**	**	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
16. Read maps of various types which show elevation					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
17. Understand the significance of relative location as it has affected national policies							*	**	**	**	**	***	**
													**
18. Learn to make simple sketch maps to show location			*	**	***	***	**	**	**	**	**	**	**
							**	**	**	**	**	**	**
C. Use scale and compute distances													
1. Use small objects to represent large ones, as a photograph compared to actual size	*	***	**	**	**	**	**	**	**	**	**	**	**
			**	**	**	**	**	**	**	**	**	**	**
2. Make simple large-scale maps of a familiar area, such as classroom, neighborhood	*	**	**	***	**	**	**	**	**	**	**	**	**
					**	**	**	**	**	**	**	**	**
3. Compare actual length of a block or a mile with that shown on a large scale map					*	**	**	**	***	**	**	**	**
										**	**	**	**
4. Determine distance on a map by using a scale of miles					*	**	***	**	**	**	**	**	**
								**	**	**	**	**	**
5. Compare maps of different size of the same area					*	**	**	**	***	**	**	**	**
										**	**	**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Compare maps of different areas to note that a smaller scale must be used to map larger areas					*	**	**	***	** / **	** / **	** / **	** / **	** / **
7. Compute distance between two points on maps of different scale					*	**	**	**	***	** / **	** / **	** / **	** / **
8. Estimate distances on a globe using latitude; estimate air distances by using string to measure great circle routes							*	**	**	***	** / **	** / **	** / **
9. Understand and use map scale expressed as representative fraction, statement of scale on all maps used					*	**	**	**	**	***	** / **	** / **	** / **
D. Interpret map symbols and visualize what they represent													
1. Understand that real objects can be represented by pictures or symbols on a map	*	**	**	**	***	** / **	** / **	** / **	** / **	** / **	** / **	** / **	** / **
2. Learn to use legends on different kinds of maps			*	**	**	***	** / **	** / **	** / **	** / **	** / **	** / **	** / **
3. Identify the symbols used for water features to learn the source, mouth, direction of flow, depths, and ocean currents					*	**	**	**	**	***	** / **	** / **	** / **
4. Study color contour and visual relief maps and visualize the nature of the areas shown					*	**	**	***	** / **	** / **	** / **	** / **	** / **
5. Interpret the elevation of the land from the flow of rivers								*	**	***	** / **	** / **	** / **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Interpret dots, lines, colors and other symbols used in addition to pictorial symbols		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
7. Use all parts of a world atlas					*	**	**	**	**	**	***	** **	** **
E. Compare maps and draw inferences													
1. Read into a map the relationship suggested by the data above shown as the factors which determine the location of cities					*	**	**	**	**	***	** **	** **	** **
2. Compare two maps of the same area, combine the data shown on them and draw conclusions based on the data					*	**	**	**	**	***	** **	** **	** **
3. Recognize that there are many kinds of maps for many uses and learn to choose the best map for the purpose at hand					*	**	**	**	**	***	** **	** **	** **
4. Understand the differences in different map productions and recognize the distortions involved in any representation of the earth other than the globe						*	**	**	**	***	** **	** **	** **
5. Use maps and the globe to explain the geographic setting of historical and current events					*	**	**	**	**	**	**	***	** **
6. Read a variety of special purpose maps and draw inferences on the basis of data obtained from them and from other sources						*	**	**	**	**	**	***	** **
7. Infer man's activities or way of living from physical detail and from latitude		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

IV. Understanding time and chronology	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Develop an understanding of the time system and the calendar													
1. Associate seasons with particular months in both northern and southern hemisphere		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Understand the relation between rotation of the earth and day and night		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
3. Understand the system of time zones as related to the rotation of the earth					*	**	**	**	**	***	** **	** **	** **
4. Understand the relation between the earth's revolution around the sun and a calendar year				*	**	**	***	** **	** **	** **	** **	** **	** **
5. Accumulate some specific date-events as points of orientation in time				*	**	**	**	**	**	**	**	***	** **
6. Comprehend the Christian system of chronology B.C. and A.D.					*	**	***	** **	** **	** **	** **	** **	** **
7. Use the vocabulary of definite and indefinite time expressions													
a. Use such definite concepts as second, minute, yesterday, decade, century			*	**	**	**	***	** **	** **	** **	** **	** **	** **
b. Use such indefinite time concepts as past, future, long ago, before, after, meanwhile	*	**	**	**	**	**	***	** **	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Acquire a sense of prehistoric and geological time						*	**	**	**	**	**	***	** **
9. Learn to translate dates into centuries						*	**	***	** **	** **	** **	** **	** **
B. Develop an understanding of events as part of a chronological series of events and an understanding of the differences in duration of various periods of time													
1. Recognize sequence and chronology in personal experiences as weekly school schedule, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
2. Learn to arrange personal experiences in order	*	**	***	** **	** **	** **	** **	** **	** **	** **	** **	** **	** **
3. Comprehend sequence and order as expressed in first, second, and third, etc.	*	**	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
4. Learn to figure the length of time between two given dates					*	**	**	***	** **	** **	** **	** **	** **
5. Understand differences in duration of various historical periods							*	**	**	**	**	***	** **
6. Understand and make simple time lines				*	**	**	***	**	** **	** **	** **	** **	** **
7. Use a few cluster date-events to establish time relationships among historic events						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Learn to relate the past to the present in the study of change and continuity in human affairs		*	**	**	**	**	**	***	** **	** **	** **	** **	** **
9. Learn to formulate generalizations and conclusions about time in studying the development of human affairs								*	**	**	**	***	** **
V. Evaluating Information													
A. Distinguish between fact and fiction		*	**	**	***	** **	** **	** **	** **	** **	** **	** **	** **
B. Distinguish between fact and opinion				*	***	** **	** **	** **	** **	** **	** **	** **	** **
C. Compare information about a topic drawn from two or more sources to recognize agreement or contradiction						*	**	**	**	***	** **	** **	** **
D. Consider which source of information is more acceptable, and why						*	**	**	**	***	** **	** **	** **
E. Examine reasons for contradictions or seeming contradictions, in evidence						*	**	**	**	***	** **	** **	** **
F. Examine material for consistency, reasonableness, and freedom from bias						*	**	**	**	***	** **	** **	** **
G. Recognize propaganda and its purposes in a given context						*	**	***	** **	** **	** **	** **	** **

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
H. Draw inferences and make generalizations from evidence						*	**	**	**	***	** **	** **	** **
I. Reach tentative conclusions						*	**	**	**	***	** **	** **	** **
VI. Interpreting pictures, charts, graphs, tables													
A. Interpret pictorial materials													
1. Recognize these materials as sources of information		*	**	**	**	**	***	** **	** **	** **	** **	** **	** **
2. Distinguish between types of pictorial material, recognize the advantages of each, and the need for objectivity in interpretation							*	**	**	***	** **	** **	** **
3. Note and describe the content of the material, both general and specific							*	**	**	***	** **	** **	** **
4. Interpret by applying related information, and use the material as one basis for drawing conclusions							*	**	**	***	** **	** **	** **
B. Interpret Cartoons													
1. Recognize these materials as expressing a point of view and interpret the view expressed							*	**	**	**	***	** **	** **

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PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Note and interpret the common symbols used in cartoons								*	**	**	***	**	**
												**	**
C. Study Charts													
1. Understand the steps in development indicated					*	**	**	**	**	**	**	**	***
2. Trace the steps in the process shown					*	**	**	**	**	**	**	**	***
3. Compare sizes and quantities				*	**	**	**	**	**	**	**	**	***
4. Analyze the organization or structure				*	**	**	**	**	**	**	**	**	***
5. Identify elements of change				*	**	**	**	**	**	**	**	**	***
D. Study graphs and tables													
1. Understand the significance of the title				*	**	**	**	**	**	**	***	**	**
												**	**
2. Determine the basis on which the graph or table is built and the units of measure involved				*	**	**	**	**	**	**	**	**	**
												**	**

PART ONE: SKILLS WHICH ARE A MAJOR RESPONSIBILITY OF SOCIAL STUDIES

*Introduced **Ongoing ***Mastery ****Continuing

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Interpret the relationships shown				*	**	**	**	**	**	**	***	**	**
												**	**
4. Draw inferences based on the data				*	**	**	**	**	**	**	***	**	**
												**	**
E. Construct simple graphs, charts, and other pictorial materials (including cartoons)								*	**	**	***	**	**
												**	**
F. Relate information derived from pictures, charts, graphs and tables gained from other sources								*	**	**	***	**	**
												**	**

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PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

LOCATING INFORMATION	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Work with books													
1. Use title of books as guide to contents				***									
2. Use table of contents			***										
3. Alphabetize			***										
4. Use index						***							
5. Use title page and copyright data													
6. Use appendix						***							
7. Use glossary						***							
8. Use map skills							***						
9. Use illustration list													

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Distinguish between storybooks and factual books					***								
11. Choose a book appropriate for the purpose				***									
B. Find information in encyclopedia and other reference books													
1. Locate information in an encyclopedia by using key words							***						
2. Index						***							
3. Cross reference							***						
4. Letters on volume						***							
5. Use reference works, such as World Almanac								***					
6. Who's Who								***					
7. Atlases						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Statements yearbook								***					
C. Make efficient use of the dictionary													
1. Alphabetize a list of words according to the first letter			***										
2. According to the second letter				***									
3. According to the third letter					***								
4. Use guide words					***								
5. Learn correct pronunciation of a word						***							
6. Understand syllabication					***								
7. Choose the appropriate meaning of the word for the context in which it is used					***								

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
D. Read newspapers, magazines, and pamphlets with discrimination													
1. Recognizes these materials as sources of information about many topics, especially current affairs							***						
2. Select important news items							***						
3. Select from these sources material that is pertinent to class activities							***						
4. Learn the organization of a newspaper						***							
5. How to use the index						***							
6. Learn about the sections of the newspaper							***						
7. Recognize the differences in purpose and coverage of different magazines, papers, and pamphlets								*	**	**	**	**	**
E. Know how to find materials in a library, both school and public													
1. Locate appropriate books				***									
2. Use a book card						***							

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
3. Use the card catalogue to learn that:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. A book is listed in three ways—by subject, by author, and by title						***							
b. All cards are arranged alphabetically						***							
c. Cards have call numbers in upper left-hand corner which indicate the location on the shelf						***							
d. Some author cards give more information than the title or subject						***							
e. Information such as publisher, date of publication, number of pages and illustrations, and usually some annotation are provided						***							
f. The Dewey Decimal System is a key to finding books							***						
4. Use the Readers' Guide to Periodical Literature and other indexes							***						
F. Gather facts appropriate to grade level from field trips and interviews													
1. Identify the purpose of the field trip or interview	*	**	**	**	**	**	**	**	**	**	**	**	**
2. Plan procedures, rules of behavior, questions to be asked, things to look for	*	**	**	**	**	**	**	**	**	**	**	**	**

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PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Take increasingly greater initiative in the actual conduct of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
4. Evaluate the planning and execution of the field trip or interview		*	**	**	**	**	**	**	**	**	**	**	**
5. Find acceptable ways to open and close an interview			*	**	**	**	**	**	**	**	**	**	**
6. Express appreciation for courtesies extended during the field trip or interview			*	**	**	**	**	**	**	**	**	**	**
7. Record, summarize, and evaluate information gained				*	**	**	**	**	**	**	**	**	**
ORGANIZING INFORMATION													
A. Make an outline of topics to be investigated and seek materials about each major point, using more than one source							***						
B. Select the main idea and supporting facts						***							
C. Compose a title for a story, picture, graph, map, or chart							***						
D. Select answers to questions from material heard, viewed, or read							***						

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Take notes, making a card of the source by author, title, page							***						
F. Classify pictures, facts, and events under main headings or in categories							***						
G. Arrange events, facts, and ideas in sequence							***						
H. Make simple outlines of material read					***								
I. Make simple outlines of material read, using correct outline form							***						
J. Write a summary of main points encountered in material							***						
K. Make a simple table of contents					***								
L. Make a bibliography								*	**	**	**	**	**
ACQUIRING INFORMATION THROUGH READING													
A. Skim to find a particular word, get a general impression, or locate specific information					*	**	**	**	***	***	***	***	***

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
B. Read to find answers to questions					*	**	**	**	***	***	***	***	***
C. Make use of headings, topic sentences, and summary sentences to select main ideas and differentiate between main and subordinate ideas								***					
D. Select the statements that are pertinent to the topic being studied								***					
E. Make use of italics, marginal notes and footnotes to discover emphasis by author								***					
ACQUIRING INFORMATION THROUGH LISTENING AND OBSERVING													
A. Listen and observe with a purpose	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Listen attentively when others are speaking	*	**	**	**	**	**	**						
C. Identify a sequence of ideas and select those that are most important		***	***	***	***	***	***	***	***	***	***	***	***
D. Reserve judgment until the speaker's entire presentation has been heard	*	**	**	**	**	**	**	**	**	**	**	**	**
E. Take notes while continuing to listen and observe							*	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

COMMUNICATING ORALLY AND IN WRITING APPROPRIATE TO GRADE LEVEL	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Speak with accuracy and poise													
1. Develop an adequate vocabulary	*	***	***	***	***	***	***	***	***	***	***	***	***
2. Choose the appropriate word	*	**	**	***	***	***	***	***	***	***	***	***	***
3. Pronounce words correctly and enunciate clearly	*	**	**	**	**	**	**	**	**	**	**	**	**
4. Talk in sentences	*	**	**	**	**	**	**	**	**	**	**	**	**
5. Prepare and use notes in presenting an oral report, giving credit when material is quoted							*	**	**	**	**	**	**
6. Keep to the point in all situations involving oral expression	*	**	**	**	**	**	**	**	**	**	**	**	**
7. Develop self-confidence	*	**	**	**	**	**	**	**					
8. Exchange ideas through discussion, either as leader or participant					*	**	**	**	**	**	**	**	**
9. Respect limitations of time and the right of others to be heard	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

B. Write with clarify and exactness	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Write independently, avoiding copying from references							*	**	**	**	**	**	**
2. Use standard English					*	**	**	***	***	***	***	***	***
3. Include a bibliography to show source of information								*	**	**	**	**	**
4. Include footnotes when necessary								*	**	**	**	**	**
5. Proofread and revise							*	**	**	**	**	**	**
WORKING WITH OTHERS													
A. Respect the rights and opinions of others	*	**	**	**	**	**	**	**	**	**	**	**	**
B. Understand the need for rules and the necessity for observing them	*	**	**	**	**	**	**	**	**	**	**	**	**
C. Take part in making the rules needed by the group	*	**	**	**	**	**	**	**	**	**	**	**	**
D. Accept the role of leader or follower, as the situation requires	*	**	**	**	**	**	**	**	**	**	**	**	**

PART TWO: SKILLS WHICH ARE A DEFINITE BUT SHARED RESPONSIBILITY OF SOCIAL STUDIES

	GRADES												
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Profit from criticism and suggestions				*	**	**	**	**	**	**	**	**	**
F. Distinguish between work that can be done more efficiently by individuals and that which calls for group efforts					*	**	**	**	**	**	**	**	**
G. Use the rules of parliamentary procedure when needed							*	**	**	**	**	**	**